ED 349 372 AA 001 229

Resources in Education (RIE). Volume 28, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 349 373 CE 060 165

Comprehensive Career Development Program: Reflections of Participants. Practitioners Monograph I.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 89
NOTE- 61p.; For related documents, see ED 330 920 and CE 060 166-169. A product of the Comprehensive Career Development Project for Secondary Schools in Tennessee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; *Career Development; *Career Education; Early Parenthood; Guidance Programs; High Schools; Pregnancy; Pregnant Students; *Program Development; *Program Implementation; School Counseling; State Programs
IDENTIFIERS- *Tennessee

Intended primarily for principals and guidance counselors, this monograph contains 13 articles written by practitioners associated with the Comprehensive Career Development Project for Secondary Schools in Tennessee. These articles share the thoughts, ideas, and experiences of practitioners who have implemented or planned for the implementation of a career development program in their schools. The following articles are included: "What Difference Will It Make?" (Larry McDuffee, Cumberland County High School); "A Comprehensive Career Development Program" (Brenda Sloan, Jefferson County High School); "Beginning a Comprehensive Career Development Program" (Amanda Gaddis and Charles Daniel, Dickson County High School);

ED 349 392 CE 061 706

Adult Education and Work. Papers Presented at the Seminar on Adult Education and Work (Hamburg, Germany, November 30-December 1, 1990).
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; Developed Nations; Economic Opportunities; *Educational Demand; *Educational Development; Educational Policy; Educational Trends; Education Work Relationship; Employment Opportunities; Foreign Countries; *Job Training; Labor Force Development; Professional Continuing Education; Unemployment; *Vocational Education; Youth Problems
IDENTIFIERS- *Europe

This report contains an introduction and six presentations from a seminar on adult education and work. The introduction by Paul Belanger and four of the papers are in French; the other two are in English. The papers are "The Expansion of Adult Education and Training in Europe: Trends, Explanations, and Challenges" (Albert Tuijnman); "Analyse de tendances caracteristiques des transformations de la demande en education des adultes dans les societes industrialisees Analysis of trends in the changed demand for adult education in industrialized societies " (Paul Belanger); "Education des adultes, formation professionnelle continue et processus d'exclusion: interrrogations et pistes de recherche Adult education, continuing professional development and the process of exclusion: inquiries and paths of research " (Claude Dubar); "Les enjeux de l'utilisation de l'education des adultes dans les programmes de la reduction de chomage en Grande Bretagne What is at stake in the use of adult education in programs for reducing unemployment in Great Britain " (John Field); "Access to Employment of Unemployed Young People: Requisites and Prerequisites" (Saul Meghnagi); and "Division internationale du travail et politique educative The international division of labor and educational policy " (Ettore Gelpi). Each presentation is followed by a list of references. (YLB)

ED 349 393 CE 061 713

Purton, Debbie; Stewart, Elisabeth
Literacy for the Learning Disabled Adult. Project Report 1989-90.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Sep 90
NOTE- 94p.; For a related report, see CE 061 714.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; Evaluation Methods; Foreign Countries; *Learning Disabilities; *Literacy Education; Outcomes of Education; Program Effectiveness; *Program Implementation; *Student Evaluation; *Tutoring; Volunteer Training
IDENTIFIERS- Parkland Regional College SK; *Structure of Intellect Learning Abilities Test

The purpose of the developmental project described in this report was to provide intervention to learning disabled adults through

ED 349 410 CE 061 877

The African Adult Education Movement in Blossom. Report of the Secretary General to the Second General Assembly on the 1987-90 Period.
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Literacy; Adult Programs; Developing Nations; *Educational Cooperation; Feasibility Studies; Foreign Countries; International Cooperation; *International Educational Exchange; *International Organizations; International Programs; International Relations; *Literacy Education; Networks; Program Development; Program Evaluation; *Program Implementation; Teacher Education; Volunteers
IDENTIFIERS- *African Association for Literacy and Adult Educ

Since 1987, many activities have been undertaken by the African Association for Literacy and Adult Education (AALAE). Perhaps the most important program activity has been the building of institutional capacities in the adult education movement. Important elements are organizational development, networking and solidarity, management development training, and small grants. Networks have been instituted to help members develop and implement programs. Under the Catalytic Initiatives Program, AALAE undertakes specific, concentrated action in particular subregions to strengthen adult education. The Exchange Program facilitates the sharing of experiences between adult educators and development activists. In other activities, the AALAE: (1) developed a program for Peace Education, Human and People's Rights; (2) began to build training capacities, especially through the training of trainers; (3) conducted a feasibility study to determine the need for an African Training Center for Literacy and Adult Education; (4) endeavored to ensure the generation, creation, recording, and wide dissemination of information and knowledge; (5) cultivated regional and international relations; (6) undertook research projects in volunteerism, multilevel partnerships, literacy, and environmental education; and (7) mobilized human, material, and financial resources. Ongoing, end-of-year, and terminal evaluations have been planned. Problems have been: undertaking too broad a program; too much dependence on external funding; and difficulties with decentralization. (YLB)

ED 349 411 CE 061 879

Lewis, Morgan V.
Proposed Performance Standards for Comprehensive Support Services and Vocational Equity Grants.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Sep 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adult Education; Daily Living Skills; Displaced Homemakers; Early Parenthood; Employed Women; *Equal Education; *Grants; Job Skills; Nontraditional Occupations; One

ED 349 428 CE 061 928

Harns, Charles M.
Whole Language Training Module: For Training Teachers and Tutors of Adult Reading Students.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Adult Education.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Literacy; *Adult Reading Programs; Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Literacy Education; *Reading Instruction; Teacher Workshops; *Whole Language Approach

This module presents a 3-hour workshop in whole language theory and practice to be used for inservice training of a small group of tutors or teachers of adult reading students. Suggested group size is 6-15 people. Part I explores the background and concepts of whole language from the point of view of the psycholinguistic model of the reading process. Participants are immediately asked to participate in an interesting activity that brings to the surface the importance of the reader's background knowledge in the process and the importance of using whole and meaningful text to help the reader use all the cue or clue levels in the act of reading. Part II presents one broad approach often used in whole language-oriented teaching: process writing. Following this, several specific strategy lessons consistent with whole language thinking are presented. Throughout the workshop, participants are asked to engage in brief sharing and skill-building activities. Seventeen participants' handouts are appended. (YLB)

ED 349 429 CE 061 930

Life Skills Curriculum for Senior Adult Learners.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 89
NOTE- 137p.; For a related document, see CE 061 931.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Aging (Individuals); Consumer Education; Coping; Cultural Enrichment; Curriculum Guides; *Daily Living Skills; Earth Science; Fine Arts; Health Education; Hearing Impairments; History Instruction; Language Skills; Mathematics Skills; *Older Adults; Reading Skills; Science Education; Self Esteem; Social Sciences; Space Sciences; Visual Impairments; Writing Skills
IDENTIFIERS- 310 Project; *Life Skills Program

This life skills curriculum helps adult basic educators meet the needs of senior adult learners. An introduction contains the following sections: purpose statement; description of the senior adult learner; tips to remember on teaching senior adults; physiology of aging; teaching the hearing impaired; and teaching the visually impaired. The life skills curriculum includes the following 11 courses: (1) consumer education; (2) coping skills; (3) creative living; (4) enrichment; (5)

ED 349 448 CE 061 956

Workplace Learning Curriculum Guides. Volume IV: Basic Skills--General Educational Development (GED).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 238p.; For other volumes in this series, see CE 061 952-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Curriculum Guides; Fine Arts; *High School Equivalency Programs; Individualized Instruction; *Job Skills; Lesson Plans; Literature; Mathematics Instruction; Science Instruction; Social Studies
IDENTIFIERS- *General Educational Development Tests; *Workplace Literacy

This volume, one of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains five courses designed to prepare people to take the General Educational Development (GED) tests. Introductory materials include a table of contents and a list of the curriculum topics covered by each of the guides. The courses in this volume are: (1) self-paced GED praparation program; (2) GED curriculum--literature and arts; (3) GED curriculum--mathematics; (4) GED curriculum--science; and (5) GED curriculum--social studies. Each course contains information on some or all of the following: prerequisites; timing; resources needed; course goal; objectives and methods; materials; evaluation procedures; course outline; lesson plans; and lecture outlines. (NLA)

ED 349 449 CE 061 957

Workplace Learning Curriculum Guides. Volume V: Functional Skills.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 177p.; For other volumes in this series, see CE 061 952-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Computer Literacy; Computer Software; *Conversational Language Courses; Curriculum Guides; Fire Protection; Hand Tools; *Job Skills; Machine Tools; *Occupational Safety and Health; Spanish; Spreadsheets; Word Processing
IDENTIFIERS- Lotus 1 2 3; Microsoft Windows; WordPerfect; *Workplace Literacy

This volume, one of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, includes five courses on functional skills for a workplace literacy curriculum. Introductory materials include a table of contents, a list of the curriculum topics covered in each guide, and a section called "Hello Computer" that outlines the objectives, timing, materials, and plan of a workshop on computer fundamentals. The five courses provided are: (1) introduction to computers for the workplace; (2) WordPerfect, Lotus for the workplace; (3) computer skills workshops--Microsoft Windows, Lotus; (4) safety in the workplace; and (5) conversational Spanish for the workplace. Each course contains

ED 349 466 CE 062 036

Baskett, H. K., Ed.
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (10th, Kingston, Ontario, Canada, June 1991).
PUB DATE- Jun 91
NOTE- 286p.; For other proceedings, see ED 299 461, CE 062 029-032, and CE 062 035-037.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Literacy; Adult Students; Cognitive Style; Computer Assisted Instruction; Conference Proceedings; *Distance Education; Educational Research; Extension Education; Foreign Countries; French; Graduate Study; Inservice Teacher Education; Institutional Cooperation; Labor Force Development; Learning Processes; *Literacy Education; Postsecondary Education; Rural Education; Sex Differences; Social Action; Womens Education
IDENTIFIERS- *Canada; China; Japan; United Kingdom

Among 8 French and 36 English papers are the following: "Confronting the Self in Research" (Baskett); "Learning Processes as They Occur in Groups" (Becker, Hill); "La pensee critique a-t-elle un sexe?" (Bedard, Ouellette); "The Effect of Literacy on Income and Duration of Employment" (Blunt); "Graduate Student Groups for Popular Education" (Briton et al.); "Working Knowledge" (Butterwick et al.); "Etude des liens entre l'autodirection et le rendement academique chez des etudiant(e)s d'une universite venezuelienne" (Cesljarevic et al.); "Developing the Text Together" (Collard et al.); "New Approaches to Social Activism" (Dyson et al.) "The Impact of a Collaborative Workshop Based on Feminist Pedagogy" (Elias et al.); "When Institutions Collaborate" (Geissinger); "Deterrents to Participation in Adult Education (AE)" (Gibson); "From the Inside Looking Out" (Gillen); "Reflections on Development" (Harris et al.); "Gender Differences in Caregiver Stress" (Hinds); "Multiple Role Women Studying AE" (Home, Lemaire); "The Museum as Popular and Mutual Enlightenment" (Hunt); "Adult Development through the Spectrum of Consciousness" (Karplak); "L'adulte au musee et ses souveniors" (Lapointe); "Integrating Computer-Based Instruction and Computer-Conferencing for Distance Delivery" (Lauzon, Moore); "Impossible de lire ce paragraphe sur le disque" (Lefebvre, Dufresne-Tasse); "Women in University" (Litner); "Conceptual Basis of Program Failure in Tanzanian Agricultural Extension" (Mlozi); "Interculturalism and Andragogy" (Ouellette); "An Exploration of Factors Affecting Student's Choice to Continue Postsecondary Studies at a Distance" (Ross); "Hospital Ethics Committees" (Rundle); "Teaching Ourselves To Read" (Schick); "Yesterday Speaks to Today" (Selman); "Understanding Social Education in Japan" (Thomas); "Apprenticing in a Thesis Support Group" (Van Daele et al.); "The Museum as Adult Educator" (Van Gent); "Death: The Adult Learner's Penumbra" (Wall); "Persistence and Participation Research" (Walsh); "The Hidden History of Women in Frontier College" and "'Mining' the Frontier College Archives" (Wigmore). (YLB)

ED 349 467 CE 062 037

Taylor, Maurice, Ed.; Bedard, Rene, Ed.
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (11th, Saskatoon,

ED 349 484 CG 024 477

Youth Violence and Gangs. Hearing on the Status of the Juvenile Justice System in America, Focusing on Activities of Youth Gangs and Their Access to Guns, and How Programs Can Help Prevent the Violence Associated with Youth Gangs, before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, One Hundred Second Congress, First Session, (November 26, 1991).
PUB DATE- 92
NOTE- 68p.; Serial No. J-102-45.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delinquency; Hearings; *Juvenile Justice; *Violence; *Youth
IDENTIFIERS- Congress 102nd; *Gangs; Guns; Testimony

The text of a Senate hearing on the status of youth gangs and their access to guns, and of violence prevention programs is provided in this document. Statements from Senators Herbert Kohl, Paul Simon, and Dennis DeConcini are presented. Testimony and prepared statements from these witnesses is included: (1) James Gabarino, president, Erikson Institute for Advanced Study in Child Development, Chicago (Illinois); (2) Anthony J. Maggiore, Office of the Milwaukee County District Attorney, Milwaukee (Wisconsin); (3) Robert Odom, executive director, Social Development Commission, Milwaukee (Wisconsin); and (4) Deborah Prothrow-Stith, assistant dean, School of Public Health, Harvard University, Boston (Massachusetts). A prepared statement of Victor Davis, a former gang member, is also included. (ABL)

ED 349 485 CG 024 478

Weikel, William J.; Hughes, Paula Richardson
"The Counselor as Expert Witness." The ACA Legal Series, Volume 5.
PUB DATE- 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counselor Client Relationship; *Counselor Role; *Counselors
IDENTIFIERS- *Expert Witness

By serving as experts, counselors can help judges, hearing officers, or juries see that all persons receive a fair hearing and that informed decisions are made. Counselors can help to make a difference by learning to express professional opinions in an honest and professional manner. Experienced attorneys recognize the benefits of expert testimony in educating a judge or jury and in helping them to make informed decisions. As a client advocate the attorney calls upon all necessary resources to present the best case for his or her client. There are many benefits for counselors in becoming an expert. First, it is a significant source of income to supplement a counselor's practice or other wages. It can help a counselor to become more visible in the community and put the counselor in contact with many other professionals who are potential referral sources. By learning a new role as an expert witness, a counselor can more fully understand how the unique relationship a counselor has with counseling clients differs from the role a counselor takes as an evaluator and witness. The evaluating experience also

ED 349 504 CG 024 512

Nisenholz, Bernard
Vision and Vocation in Community Counseling.
PUB DATE- 19 Sep 92
NOTE- 9p.; Paper presented at the Annual Conference of the Association for Counselor Education and Supervision (San Antonio, TX, September 16-20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; Research Needs; Trend Analysis

The world is in a period of rapid change. Trends in moving to a high technology information society, a world economy, more ethnic groups, an increasing economic gap between the rich and the poor, and more people living in poverty present enormous challenges and opportunities for the counseling profession. Counseling must broaden its focus from a narrow intrapsychic perspective to a more systems oriented perspective including a social context for change. The social context of change has for the most part been ignored and the counseling profession has been largely ineffective in responding to a multitude of social issues that have arisen. What seems to be needed is both a broadening of perspective and a wider array of intervention techniques. Counselors must move to a more pluralistic perspective in working with clients. Counseling needs to take an integrated, dynamic, holistic view of health that eliminates mechanistic explanations. Research needs to be strengthened and furthered. Perhaps research needs to be viewed from a much broader perspective than traditional scientific models. If counseling can include social issues, be more effective with poor and minority populations, change theories to fit the new paradigms of science, emphasize prevention, work with other disciplines, and strengthen research, counseling can be relevant and viable into the next century. (ABL)

ED 349 505 CG 024 513

Bley, Georganne R.; And Others
Educational Functioning and Self-Esteem of Psychiatrically Hospitalized Adolescents.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Institutionalized Persons; *Intelligence; *Mental Disorders; Psychiatric Services; *Self Esteem; Student Development

A topic of much national concern is the mental health of youth. Adolescents often enter psychiatric treatment with poor school performance, having attended numerous schools, and have very negative attitudes toward the school environment. In order to facilitate more effective psychiatric functioning, this study sought to learn more about two groups of adolescents: one group with a variety of psychiatric diagnoses, the other with psychiatric diagnoses in addition to a medical illness. The study compared these psychiatric adolescents with normed data on educational functioning and self-esteem, and gathered

ED 349 524 CG 024 533

Mohamed, Othman
Career Exploration Program: A Composite Systematic Functional Objective Model.
PUB DATE- Nov 91
NOTE- 32p.; Paper presented at the Seminar on Career and Testing (Serdang, Selangor, Malaysia, November 25-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Career Development; *Career Exploration; Counseling Theories; Foreign Countries; Management by Objectives; Models; Trend Analysis
IDENTIFIERS- Malaysia

The composite systematic functional objective career exploration program model integrates various career development theoretical approaches. These approaches emphasize self-concept, life values, personality, the environment, and academic achievement and training as separate functions in explaining career development. Current social development in Malaysia emphasizes a philosophical thinking to formulate a society that is caring, besides being able to meet the challenges in the year 2000. The implication for the profession is obvious. Changing attitudes, incorporating good moral values, and challenges in meeting a social system with high technology usage requires a competent counselor. Career counselors must be prepared to incorporate their skills with the new thinking in order to achieve the expected integrated goals. Self-awareness in the composite systematic functional objective career development model is acquired through a pragmatic approach. For example, when the core emphasis utilized personality and the environment, other activities incorporating self-concept and trait and factor are integrated as supporting elements. The management by objective career development exploration system forms the foundation of the implementation program for the model. (Four stages of implementation are considered: (1) Stage 1: Definition of objective; (2) Stage 2: Program activities; (3) Stage 3: Budget control; and (4) Stage 4: Evaluation of the management system. (ABL)

ED 349 525 CG 024 535

Rugs, Deborah; And Others
Parents' CBCL Scores and Ratings of Helpfulness of Children's Treatment.
PUB DATE- 18 Feb 91
NOTE- 12p.; Poster presented at the Annual Research and Training Conference for Children's Mental Health (Tampa, FL, February 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Children; Counseling Effectiveness; *Emotional Disturbances; Evaluation; Helping Relationship; Longitudinal Studies; Mental Disorders; *Parent Attitudes; Parent Participation; Symptoms (Individual Disorders)

Intervention programs which take a family perspective and treat families as a unit have a greater positive impact than programs

ED 349 544 CS 011 034

Johns, Jerry L.
From Traditional Reading Clinics to Wellness Centers. Literacy Research Report No. 16.
PUB DATE- Oct 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Educational Change; Educational Philosophy; Elementary Education; Higher Education; *Reading Centers; *Reading Diagnosis; Reading Difficulties; *Remedial Reading; Tutoring
IDENTIFIERS- Educational Issues; Reading Management; Wellness

Reading clinics that are part of the service mission of a college or university evolved out of a medical model. Such clinics serve as research centers to investigate and study readers at risk, offer training facilities for undergraduate and/or graduate students who seek to gain expertise in the diagnosis and treatment of reading difficulties, and serve as service agencies for assisting readers at risk. The two major services include diagnostic assessment and tutoring. The basic and underlying fundamental nature of the diagnosis and treatment of reading difficulties has not progressed at a rate consistent with knowledge of the reading process. Significant and fundamental parallels exist between the wellness concept and the notion of literacy. Future reading clinics might be based on wellness principles, including: reading is more than a particular set of behaviors; reading centers on habits and attitudes; reading involves the whole family; and reading involves risk-taking. The whole area of assessment is in drastic need of a fresh approach based on current knowledge of the reading process. Traditional reading clinics need reconceptualization. The new agenda may mean the demise of the medically based model of reading disability and the development of Reading Wellness Centers that provide literacy services to a wide range of readers. (RS)

ED 349 545 CS 011 035

Farnan, Jacqueline
Mapping: Organizing News Stories for Improved Readability. Does It Work?
PUB DATE- Aug 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; *News Writing; *Readability; Reading Comprehension; Reading Research; *Student Attitudes; *Text Structure; Undergraduate Students
IDENTIFIERS- *Mapping; *Text Factors

A study investigated college students' reactions to a news story written in the traditional "inverted pyramid" format and the same story rearranged into a "mapped" format (where similar information is gathered under heads and subheads). Seventy students were given the story in either the "mapped" or the traditional format; 64 students in a different class read both

ED 349 564 CS 213 519

Dickson, Thomas V.; Sellmeyer, Ralph L.
Green Eyeshades vs. Chi Squares Revisited: Editors' and JMC Administrators' Perceptions of Major Issues in Journalism Education.
PUB DATE- Aug 92
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Curriculum Evaluation; *Editors; Education Work Relationship; Higher Education; *Journalism Education; National Surveys; *Newspapers; *Relevance (Education)
IDENTIFIERS- Journalism Research; Professional Concerns

The question of whether there is a chasm between the newspaper profession and journalism education is not a new one. In a 1967 article titled "Green Eyeshades vs. Chi-Squares," Jake Highton indicated that journalists looked at journalism research as obscure and irrelevant. The study described in this paper investigated the extent of the gap between the attitudes of administrators of academic journalism programs and those of newspaper editors concerning what sort of content journalism schools should be providing their graduates. Subjects, 271 (of 388) heads of journalism/mass communication programs at colleges and universities, responded to a survey instrument similar to one returned by 381 newspaper editors in late 1989. Results indicated that: (1) a statistically significant difference was found between editors and journalism/mass communication administrators concerning the importance of key issues facing journalism education; (2) the perception of administrators differed based upon their area of specialization; (3) editors favored the more practical aspects of journalism as a priority in the journalism curriculum, while administrators favored the more theoretical aspects of mass communication. Findings suggest that a chasm does exist between journalism education and the newspaper profession and that it is a wide one. (Six tables of data are included; 53 references are attached.) (RS)

ED 349 565 CS 213 521

Endres, Kathleen L.; Schierhorn, Ann B.
Closing the Gap: An Analysis of Gender-Based Differences and Similarities in Magazine-Writing Instruction.
PUB DATE- Aug 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Higher Education; *Periodicals; *Sex Differences; Surveys; *Teacher Behavior; *Teaching Methods; Teaching Styles; Writing for Publication; *Writing Instruction
IDENTIFIERS- *Magazine Writing; Teacher Surveys

ED 349 584 CS 507 897

Rollman, Steven A.
Program Assessment as a Means To Improve Instruction and Enhance Faculty Development: The First Year of Assessment of Human Communication Majors at James Madison University.
PUB DATE- Oct 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty Development; Graduate Surveys; Higher Education; *Instructional Improvement; *Majors (Students); *Program Evaluation; *Speech Communication
IDENTIFIERS- *James Madison University VA

The Department of Human Communication at James Madison University initiated a program of assessment for majors in September 1990. A committee decided to focus in the first year on the cognitive core of information which students hopefully would have mastered, and, with faculty input, established a 30-item list of objectives for graduates of the program. An "in-house" test was created to evaluate the extent to which majors had achieved mastery of these departmental objectives. Additionally, an alumni survey was carried out to learn about graduates' satisfaction with their education and their perceptions of its usefulness, with resulting information proving useful on several levels. Finally, three experts in communication pedagogy reviewed and evaluated the department's objectives and methodology, making helpful suggestions. Future plans are being formed, and the experience of the first year indicates that first year efforts will be imperfect but will, at least, provide a base from which to expand and improve each year. (SR)

ED 349 585 CS 507 901

Chandler, Daniel Ross
The "New" Age: A Bibliographic Essay.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Context; Cultural Education; Futures (of Society); Mythology; Non Western Civilization; Philosophy; Popular Culture; Religion; *Religion Studies; *Social Networks
IDENTIFIERS- *New Age Movement; Occultism; *Spiritual Development

This bibliographic essay describes and discusses important books in a variety of thematic areas associated with the New Age Movement, which is a distinctive communicative phenomenon characterized by unconventional beliefs and activities. The essay argues that the single subject pervading the peculiar phenomena and puzzling thoughtful critics is the mind, its enormous potential and unknown parameters. The essay's introduction describes the new age movement and its development, discussing several related books. The individual thematic sections of the bibliography, each of which discusses a number of texts in some detail, include: (1) Mythology; (2) The "Spiritualization" of Knowledge; (3) Heightened Sensory Perception; (4) New Insights in Health and Medicine; (5)

ED 349 605 CS 507 945

Ganahl, Dennis J.; Ganahl, Richard J., III
Assessing Baccalaureate Advertising Education Outcome Utilizing Marketing Education Curriculum Development Strategies.
PUB DATE- Aug 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Curriculum Development; *Educational Objectives; Educational Research; Employment Projections; Higher Education; Internship Programs; National Surveys; *Program Content; Student Evaluation
IDENTIFIERS- *Advertising Education

The purpose of this paper is to compare and contrast the mission and scope of professional/baccalaureate advertising education with Marketing Education curriculum and instruction strategies to enhance advertising students' outcome. Sixty-five colleges and universities with advertising education departments, sequences, or areas of emphasis responded to a survey. Results indicated that: (1) advertising campaigns, public relations, copywriting, and media strategy planning courses were offered by at least 80% of the respondents; (2) 95% of the respondents think students should be paid as interns; (3) media sales hire the most graduates and account for 25% of the total job placements; and (4) respondents ranked public relations and advertising agencies as having the most industry employment potential. Findings suggest a number of curriculum development strategies for advertising educators. Among them are the following: utilize advisory boards; align the goals and objectives of the curriculum with placement expectations of students, the advertising education industry, and the advertising industry; develop specific career paths and determine specific learning objectives to insure professional advertising graduates the best jobs; give students course syllabi listing expected terminal performance objectives; maximize the effectiveness of internships; and practice assessment and evaluation for professional advertising which is criterion-based versus norm-referenced. (Three tables of data are included; 22 references are attached.) (RS)

ED 349 606 CS 507 950

Jensen, Marvin D.
Incorporating Women's Speeches as Models in the Basic Course.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Females; Feminism; Higher Education; Introductory Courses; *Public Speaking; *Speech Curriculum; *Speech Instruction; Undergraduate Students; Womens Education
IDENTIFIERS- *Speech Communication Education

Studies indicate that there is a general lack of availability and use of women's speeches in college speech curricula. By incorporating more women's speeches as models, instructors of the basic course in speech can present a more complete picture

ED 349 625 EA 024 089

A Report on Technical Assistance for School Improvement: Observations, Issues, and Recommendations for the People of Enewetak. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 14 May 92
NOTE- 84p.; Substantial portions of the nutrition report in Appendix E may not reproduce well in paper copy due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Educational Improvement; *Educational Needs; *Educational Quality; Elementary Education; Foreign Countries; Nutrition Instruction; School Community Relationship
IDENTIFIERS- *Marshall Islands (Enewetak Atoll)

The status of education in Enewetak, an island in the Republic of the Marshall Islands, is described in this report. Concern about the island's educational system was generated by the fact that none of the eighth-grade graduates had passed the government high school entrance exam since 1980. A visit made by a representative of the Pacific Region Educational Laboratory (PREL) sought to document the circumstances regarding elementary education, and to assist in developing consensus-building for addressing educational needs. The first sections provide a background of the educational system and describe its current status. Underlying concerns are outlined next, which include cultural displacement, self-esteem and motivation, and health. A plan is offered for using educational and community resources to improve student achievement, with emphasis on implementing school restructuring within the larger context of community life. Appendices contain the educational development and community involvement plans, correspondence, a list of school staff, and a nutrition report. (LMI)

ED 349 626 EA 024 091

Hirth, Marilyn A.; And Others
Country v. Town: School Finance Reform in Tennessee.
PUB DATE- Mar 92
NOTE- 95p.; Papers presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; *Finance Reform; Fiscal Capacity; Foundation Programs; Inflation (Economics); Rural Education; *Rural Schools; *State Aid; State Legislation
IDENTIFIERS- *Tennessee

Three conference papers on school finance reform in Tennessee are presented in this document, with a focus on the disparities between rural and urban public school funding. The first paper examines the nature and size of contributions of various funding sources to the per-pupil revenue in local school districts, analyzes specific problems of the Tennessee

ED 349 646 EA 024 220

How To Put Your Board Together in Ways That Make Sense: The ISM Trustee Guidebook.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; *Board Administrator Relationship; Elementary Secondary Education; Governing Boards; *Organizational Development; *Private Schools; School Administration; *Trustees

This handbook provides suggestions for building a private-independent school trustee-board relationship. An effective relationship requires individual education about today's trusteeship and appropriate board organization. Chapter 1 describes the role of the trusteeship, and chapter 2 offers guidelines for developing a school philosophy and budget. The stages of board development are outlined in the third chapter. The board organizational process, based on structure corresponding with function, is described in chapter 4. Chapter 5 presents a long-range planning model that outlines a sequence of actions. Three worksheets and three figures are included. The appendix contains 11 articles from the Independent School Management's advisory letter, "Ideas & Perspectives." (LMI)

ED 349 647 EA 024 230

Maddaus, John
Should Governments Finance Student Attendance in Private Schools?: A Research Opportunity.
PUB DATE- Nov 91
NOTE- 31p.; Paper prepared for the Annual Meeting of the Conference of Atlantic Educators (Fredericton, New Brunswick, Canada, November 1-2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); Elementary Secondary Education; Enrollment Trends; *Government School Relationship; *Private School Aid; Private Schools; Public Schools; *School Choice; *School Support; Selection; State Action; State Church Separation; *Tuition
IDENTIFIERS- *Maine

The research needs for a cross-national study of public versus private school choice in Maine and Atlantic Canada are described in this paper. In the United States, the use of public funds to support private schools has historically been constrained by the separation of church and state doctrine and by the ideology of the public school as a common school. Recently, some educators have argued that using public funds to pay tuition for private school students will improve student outcomes. The town-tuitioning practices of Maine and Vermont, in which towns pay tuition for resident students to attend schools not directly managed by those towns, are described. Current enrollment patterns are also identified. A recommendation is made to conduct further studies that compare other market-oriented school systems, such as Canada's.

ED 349 668 EA 024 273

School Attendance and Student Accounting.
PUB DATE- Aug 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Policy; *Admission (School); *Attendance; Class Size; Compliance (Legal); Elementary Secondary Education; Enrollment; *Recordkeeping; *School Attendance Legislation; *State Standards
IDENTIFIERS- *North Carolina

Laws, regulations, and policies pertaining to school attendance and student accounting in North Carolina are presented in this document. Chapter 1 identifies who is eligible to attend state public schools, and chapter 2 outlines the state board of education rules and regulations that govern compulsory school attendance and student accounting. Recordkeeping procedures to account for students in extended school day programs and hospital schools are outlined in the third chapter. Chapter 4 explains local board of education responsibilities for maintaining class size and teacher daily load maximums, and the final chapter contains instructions for counting exceptional children. Appendices include information on student accounting codes, the maintenance of school records, and student accounting audits. (LMI)

ED 349 669 EA 024 274

A New APEX for Maryland: A Model Funding Formula. Issues, Policy Considerations and Recommendations on Public School Finance in Maryland.
PUB DATE- 16 Nov 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equalization Aid; *Finance Reform; *Financial Support; Models; *Policy Formation; *State Aid; *State Standards
IDENTIFIERS- *Maryland

Policy suggestions for achieving the equitable and effective funding of Maryland public schools are offered in this document. The ideas presented draw upon papers presented and discussions held at a statewide conference entitled "Setting the Agenda for Funding Equity." Purposes of the conference were to develop the policy elements of a new formula for funding Maryland public education, strategies to gain the support of the public and policymakers, and a statewide network. The first section identifies the principal issues, such as disparities in per pupil expenditures among school districts, accountability, and state aid. The second section lists several policy considerations, and the third section offers criteria for judging the effectiveness of funding proposals. The fourth section lists 11 contributors who submitted formal proposals and provides information on how to access texts of their papers and workshop recommendations. The fifth section outlines the model funding formula, a new Action Plan for Educational Excellence (APEX) that replaces the 1978 APEX "foundation" funding program. The new formula is based on the assumption

ED 349 689 EA 024 303

The Center for the Arts and Sciences: Long-Term Follow-Up Study of 1987 and 1988 Graduates. Evaluation Report.
PUB DATE- Jun 92
NOTE- 37p.; For related documents, see EA 024 301 and EA 024 304.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Advanced Placement Programs; *Educational Assessment; Educational Environment; Graduate Surveys; High School Graduates; High Schools; *Program Evaluation; Student Needs
IDENTIFIERS- *Saginaw City School System MI

Findings of a follow-up study that examined the experiences of the 1987 and 1988 graduates of the Center for the Arts and Sciences (CAS) program in Saginaw, Michigan, are presented in this paper. A survey mailed to a total of 78 program graduates, 36 from 1987 and 42 from 1988, elicited 21 responses, the majority of whom were from white females. Findings indicate that slightly over half of the respondents were enrolled in a school, college, or training program, and that one-third were employed full- or part-time. Respondents cited their most serious educational problem as the lack of necessary educational skills. Their greatest personal problems included the lack of activities for creative expression and excessive self-imposed pressure to succeed. They listed CAS program strengths as the supportive faculty, encouragement of creativity, and the enhanced educational experience that resulted from grouping intellectual and creative people together. Suggestions for improving the program included implementing a more selective student admission process and providing more effective college preparation. One table is included. Appendices contain a copy of the questionnaire, cover letters, and survey findings. (LMI)

ED 349 690 EA 024 304

The Center for the Arts and Sciences: 1991-92 Student Survey. Evaluation Report.
PUB DATE- Jun 92
NOTE- 56p.; For earlier followup studies, see EA 024 301 and EA 024 303.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academically Gifted; *Advanced Placement Programs; Educational Assessment; Educational Quality; Equal Education; High Schools; Learning Readiness; *Minority Groups; *Program Evaluation; *School Effectiveness; Student Needs
IDENTIFIERS- *Saginaw City School System MI

Findings of a study that examined the situation in which minority students in an advanced arts and sciences high school program received low or failing grades are presented in this paper. Students who had been good students in their home schools received low or failing grades in the mathematics and science program at the Center for the Arts and Sciences (CAS) program offered by the Saginaw Public School District. Questions were raised by concerned parents about home school effectiveness and CAS accountability. A questionnaire to assess students' perceptions of the CAS program was administered to 301 out of the 376 total students enrolled in the 1991-92 program.

ED 349 710 EA 024 331

Villa, Richard A.; Thousand, Jacqueline A.
Restructuring for Diversity.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, April 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Cooperation; Elementary Education; *Mainstreaming; *Organizational Development; Participative Decision Making; *Program Development; *Student Placement; Teacher Student Relationship
IDENTIFIERS- *Winooski Supervisory School District VT

Outcomes of a mainstreaming program implemented in 1984 by the Winooski Public School District (Vermont) are presented in this paper. All children in the community receive their education in general education classrooms and community settings. This paper identifies the evolutionary processes and key organizational and instructional practices that have enabled district restructuring for diversity. Steps involved in the process included the development of a mission statement, an in-class service delivery model, teaching teams, student-teacher collaboration, and the redefinition of student, teacher, and administrator labels and roles. One table is included. (Contains 24 references.) (LMI)

ED 349 711 EA 024 336

Slemp, Jim
A Model of a Restructured School.
PUB DATE- Nov 91
NOTE- 30p.; Paper presented at the Annual Meeting of the National Middle School Association (18th, Louisville, KY, November 8-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Innovation; Intermediate Grades; Junior High Schools; *Middle Schools; *Program Development; Program Evaluation; Program Implementation; *School Restructuring
IDENTIFIERS- *Eugene Public Schools OR

Outcomes of a school improvement program begun in 1988 at Roosevelt Middle School in Eugene, Oregon, are described in this paper. The first part provides a background of the school's innovative process and program development. The second part outlines the school's major components of restructuring--a common vision and core beliefs, principles of the change porocess, participative decision-making, new staff roles, community involvement, an integrated curriculum, and evaluation and assessment. Appendices contain the school improvement plans and timeline; information on the decision-making process and the community involvement subcommittee; staff, student, and parent questionnaires; and the evaluation timeline. (LMI)

ED 349 712 EA 024 339

Krepel, Thomas L.; Grady, Marilyn L.

ED 349 731 EC 301 476

Harnisch, Delwyn L.; Snauwaert, Dale
Exiting School: Who Cares about the Youths with Disabilities?
PUB DATE- 92
NOTE- 35p.; In: Harnisch, Delwyn L., And Others. Selected Readings in Transition; see EC 301 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Disabilities; Educational Objectives; Federal Legislation; Federal Programs; *Government Role; Job Skills; Needs Assessment; *Political Influences; *Public Policy; Quality of Life; *Rehabilitation; State Programs; Transitional Programs; Vocational Education; Vocational Rehabilitation; Youth
IDENTIFIERS- Rehabilitation Act 1973

This paper documents the gap between the supply of and demand for adult services in each state of the United States, places this situation in its political context to explain why this gap exists, and discusses policy alternatives. The paper profiles the nature of the population of individuals with disabilities exiting public education and examines its service needs, citing the long waiting lists for adult rehabilitation services. The paper argues that adult services authorized under the Rehabilitation Act are viewed by the Federal Government as supplementary to a basic income maintenance program, primarily for the purpose of reducing the costs of income maintenance. Policy alternatives include industrial-based training for disabled individuals, greater emphasis on vocational education, and redefining the goal of special education from competitive employment to increased quality of life. The paper concludes that, given the acute shortage of adult services, steps must be taken to either rethink the basic premise of the rehabilitation system or create innovative programs in other sectors. (Contains 15 references.) (JDD)

ED 349 732 EC 301 477

Harnisch, Delwyn L.; And Others
Human Judgment and the Logic of Evidence: A Critical Examination of Research Methods in Special Education Transition Literature.
PUB DATE- 92
NOTE- 27p.; In: Harnisch, Delwyn L., And Others. Selected Readings in Transition; see EC 301 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Causal Models; *Disabilities; Education Work Relationship; *Evaluative Thinking; Experimental Groups; High Schools; Influences; *Quasiexperimental Design; Research Design; *Research Methodology; Transitional Programs; *Validity

This paper describes several common types of research studies in special education transition literature and the threats to their validity. It then describes how the evidential base may be broadened, how diverse sources of evidence can be combined to strengthen causal inferences, and the role of judgment within quasi-experimentation. The paper discusses issues internal to studies and to the methods used in conducting the studies, and discusses issues arising when attempts are made to use the results of the study with other groups or in other

ED 349 750 EC 301 496

Strong, Carol J.; And Others
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness, 1979-1991.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 370p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Auditory Perception; *Cognitive Development; Communication Skills; *Early Intervention; Expressive Language; *Handicap Identification; Hearing Aids; *Hearing Impairments; *Home Programs; Interdisciplinary Approach; *Language Acquisition; Parent Child Relationship; Parent Education; Parent Participation; Preschool Education; Program Effectiveness; Receptive Language; Screening Tests; Vocabulary Development
IDENTIFIERS- Early Identification; *SKI HI Program

SKI*HI is a program designed to identify children with hearing impairments as early as possible and to provide them and their families with complete home programming that will facilitate development. The delivery model includes identification/screening services, home visit services, support services, and program management. A parent advisor makes weekly home visits to families and works closely with parents and other members of a multidisciplinary team to assess, plan, and provide appropriate home-based services for all family members. Data concerning demographic characteristics, testing, identification procedures, and program placement were gathered for 5,178 hearing-impaired preschool children and their families in the SKI*HI program and entered into the SKI*HI National Data Bank. Analysis and synthesis of these data were then conducted to study the relationship of child achievement and home-based intervention, the effectiveness of identification procedures for hearing loss, and impact of home-based intervention on language development. The study concluded that the major accomplishments of SKI*HI were: (1) SKI*HI children showed higher rates of development during intervention than prior to intervention and greater gains in receptive and expressive language development than would be expected due to maturation alone; (2) SKI*HI children showed increased auditory, communication/language, and vocabulary developmental levels and increased full-time hearing aid use; (3) SKI*HI parents showed increased ability to manage their child's hearing handicap, communicate meaningfully with their child, and promote their child's cognitive development; and (4) SKI*HI children were identified at an early age and began to receive home programming services promptly after identification. Appendixes contain data sheets, data coding conventions, a questionnaire, and other project administration materials. (Contains approximately 85 references, and 150 tables.) (JDD)

ED 349 751 EC 301 497

Lake, Kathy
Opening Doors through Integration: An Early Childhood Resource Guide for Teachers of General and Exceptional Education Students.

ED 349 769 EC 301 515

Student Access: A Resource Guide for Educators. Section 504 of the Rehabilitation Act of 1973.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Civil Rights Legislation; Compliance (Legal); Decision Making; *Disabilities; *Educational Legislation; Elementary Secondary Education; Eligibility; Equal Education; Equal Opportunities (Jobs); *Federal Legislation; Handicap Discrimination; Handicap Identification; Parent Rights; Rehabilitation; Student Rights
IDENTIFIERS- *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This collection of information pieces is intended to help school personnel make better decisions regarding compliance with, first, Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination against persons with disabilities and, second, with the Individuals with Disabilities Education Act (IDEA). It is stressed that some students may have physical or mental conditions which entitle them to rights or protection under Section 504 even though they do not fall into IDEA categories. The collection includes: an IDEA/504 flow chart; a chart showing distinctions between 504 and IDEA eligible students; and a table comparing IDEA and Section 504. Most of the document consists of appended material covering: definitions under Section 504; discrimination under Section 504; Sample local school districts policy statements on Section 504 policy; a list of procedural safeguards/parent rights; a Section 504 Policy/Procedures Checklist; guidelines for parent/student rights in identification, evaluation and placement; times when school staff should consider handicap considerations; an appropriate questioning sequence when the existence of a handicapping condition is suspected; suggested classroom and facility accommodations; a student accommodation plan and a sample handout presenting information on Section 504. (DB)

ED 349 770 EC 301 516

Issues in Nutrition for Adolescents with Chronic Illnesses and Disabilities. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Aug 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Development; Asthma; Cerebral Palsy; Child Development; *Child Health; *Chronic Illness; Developmental Disabilities; Diabetes; Dietetics; *Disabilities; Instructional Materials; Mental Retardation; *Nutrition; Nutrition Instruction; *Public Health; Resources; *Special Health Problems
IDENTIFIERS- Arthritis; Cystic Fibrosis; Digestive System

ED 349 791 FL 020 273

Little, David
Media, Media Technologies, and Language Learning: Some Applied Linguistic Perspectives.
PUB DATE- Nov 89
NOTE- 15p.; In: Little, David, Ed. and O Meadhra, Bebhinn, Ed. Media Technologies and Language Learning. Proceedings of an IRAAL Seminar (Dublin, Ireland, November 25, 1989); see FL 020 272.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; Audiovisual Aids; Broadcast Television; Computer Networks; Computers; *Educational Technology; Foreign Countries; Higher Education; Instructional Innovation; *Language Research; Linguistic Competence; *Media Research; Newspapers; Radio; *Second Language Learning
IDENTIFIERS- Ireland

An applied linguistic framework is presented within which specific applications of media technologies may be applied to language learning. The first two parts of the paper focus on the impact of media on linguistic communication and the possibilities offered by media technologies such as newspapers, radio, television, telephone/telex, computer networks, broadcast receivers, audio and video recorders, and computers. The third part of the paper considers the principal elements involved in language teaching and learning and some of the ways in which they may be influenced by media and media technologies. In the fourth part some implications for the provision and organization of language learning are discussed. It is argued in the fifth part that only if innovations are carefully monitored can their success or failure contribute systematically to subsequent developments. Finally, some practical proposals are offered for securing a more central role for media and media technologies in second and foreign language learning in Ireland. The conclusion is that small-scale research projects are appropriate approaches toward that end because they cost relatively little and can be carefully monitored and evaluated, and they can be accepted more easily by government. (Contains 8 references. (LB)

ED 349 792 FL 020 274

Helot, Christine
Using Audio and the Language Laboratory.
PUB DATE- Nov 89
NOTE- 13p.; In: Little, David, Ed. and O Meadhra, Bebhinn, Ed. Media Technologies and Language Learning. Proceedings of an IRAAL Seminar (Dublin, Ireland, November 25, 1989); see FL 020 272.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; *Audio Equipment; College Second Language Programs; *Communicative Competence (Languages); Foreign Countries; Higher Education; *Irish; *Language Laboratories; *Language Research; Linguistic Performance; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Ireland

ED 349 813 FL 020 632

Ginsburg, Alan L.
Improving Bilingual Education Programs through Evaluation.
PUB DATE- Aug 92
NOTE- 13p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education Programs; Educational Policy; Elementary Secondary Education; Federal Government; *Limited English Speaking; Policy Formation; *Program Evaluation; Standards; *Student Evaluation

This paper identifies how evaluation and research can contribute to federal policies for language-minority students who have limited proficiency in English. Federal bilingual education policies are controversial, and the debate benefits from systematically collected information about, and impartial evaluation of, bilingual programs. Specific focus of the paper is on the issues of evaluation and assessment in language-minority education within the context of education and its influence on the nation's future. The discussion is divided into three parts. The first part examines what has been learned from the evaluations of bilingual education conducted by the Federal Government during the 1980s. The second part assesses the implications of national standards and examinations for language-minorities. The final part considers how the evaluation findings and the national standard movement can suggest principles for design of future federal policies. (VWL)

ED 349 814 FL 020 633

Oller, John W., Jr.
Language Testing Research: Lessons Applied to LEP Students and Programs.
PUB DATE- Aug 92
NOTE- 93p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Intelligence; *Language Proficiency; *Language Research; Language Tests; *Limited English Speaking; *Testing

This report on language testing research focuses on lessons applied to limited English proficient (LEP) students and programs. First, a review of the history of primary and non-primary language testing is provided. The question of why there is no field of primary language testing is then discussed. The second major section of the report is a review of the broader literature of educational measurement as it relates to the critical role of language proficiency. The third section offers an idea of the place of language proficiency in a broader theory of human intelligence and representational capacities. Building on findings in non-primary language research, a possible resolution of the apparent controversy over the old notion of a single unifying general intelligence and distinct multiple intelligences is proposed. To conclude, a few

ED 349 835 FL 020 656

Programmatic Guidelines for Non- and Limited-English Proficient Students.
PUB DATE- Oct 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Role; Check Lists; Curriculum Design; Educational Facilities; Educational Philosophy; *Educational Policy; Elementary Secondary Education; *English (Second Language); Federal Legislation; Gifted; Identification; Instructional Materials; *Limited English Speaking; Non English Speaking; Parent Participation; Policy Formation; Program Development; Program Evaluation; School Community Relationship; Special Education; State Departments of Education; *State Standards; Statewide Planning; Student Characteristics; *Student Personnel Services; Student Placement; *Student Rights; Vocational Education
IDENTIFIERS- *Maryland

The Maryland program guidelines for non-English-proficient (NEP) and limited-English-proficient (LEP) elementary and secondary school students are designed to help administrators and teachers plan instructional programs that will ensure appropriate educational experiences for these populations. The guide begins with an overview of the characteristics of NEP and LEP students in the state. The second section outlines program philosophy and goals, policy and procedures for student identification and placement, personnel roles, broad guidelines for selection of instructional materials, facilities requirements, considerations in program organization, aspects of successful parent and community involvement, and program evaluation needs. The third section describes recommended local support services, including available community resources, gifted and talented programs, guidance and counseling and health and psychological services, and special education and vocational education programs. The role and responsibilities of the Maryland State Department of Education (MSDE) are briefly noted in the fourth section. The final section enumerates the rights of NEP and LEP students under federal law. Appended materials include an annotated list of resource organizations, a checklist for instructional program assessment, a membership list for the state task force on NEP/LEP concerns, and a statement of the governing principles of MSDE programs for NEP and LEP students. (MSE)

ED 349 836 FL 020 657

Boos-Nunning, Ursula; And Others
Towards Intercultural Education. A Comparative Study of the Education of Migrant Children in Belgium, England, France, and the Netherlands.
PUB DATE- 86
NOTE- 243p.; Translated from the German by David McLintock.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Comparative Education; Educational Strategies; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; International Cooperation; International Organizations; *Migrant Children; *Migrant Education; *Native

"One New Aspect of Our Career Development Program" (Larry Myrick, Dresden High School); "Extended Day School" (Ellis Counts, Franklin County High School); "Group Sessions Fill Need" (Janet Irvin, Meigs County Consolidated School); "Guidance in Tennessee" (Bob Pruitt, Dresden High School); "Today's Society: A School Concern" (Doyle Harmon, Meigs County Consolidated School); "Concerns of Counselors and Head Administrative Staff" (Tom Person, Jr, and Jennifer Marshall, Millington High School); "I Think I Can, I Think I Can!" (Barbara Lonas, University of Tennessee); "The School Counselor's Groups" (Lawrence DeRidder, University of Tennessee); "Teenage Pregnancy and Parenthood: What It Is Doing--What We Can Do" (William Hale, II, University of Tennessee); and "Self Esteem: To Make It or Break It" (Michele Muhlheim, University of Tennessee). (YLB)

ED 349 374 CE 060 166

Comprehensive Career Development Program: The Second Year. Reflections of Participants II. Practitioners Monograph II.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 90
NOTE- 78p.; For related documents, see ED 330 920 and CE 060 165-169. A product of the Comprehensive Career Development Project for Secondary Schools in Tennessee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; *Career Development; *Career Education; Early Parenthood; Guidance Programs; Pregnancy; Pregnant Students; *Program Development; *Program Implementation; School Counseling; Secondary Education; State Programs
IDENTIFIERS- *Tennessee

Intended primarily for principals and guidance counselors, this monograph contains 15 articles written by practitioners associated with, and staff of, the Comprehenisve Career Development Project for Secondary Schools in Tennessee. The following articles are included: "Changes: From Crisis Counseling to a Comprehensive Career Development Guidance Program" (Norman Dillon and Charlene Hayden, Charleston Junior High/High School); "Comprehensive Career Development Program: Myth or Reality?" (James Williams, Warren County High School); "More than Just Counselors" (Kaye Buckley, Sevier County High School); "Guidance: An Element of Success" (Doyle Harmon, Meigs County High School); "A Look at the Old and the New" (Betty Burks, Unionville Community School); "The Missing Three R's" (Peg Hightower, West High School, Knoxville); "Clustering" (Patsy Kemp, Henry County High School); "How to Learn Interviewing Skills the Fun Way" (Judy Bledsoe, Dickson County High School); "Career Education in the School Setting" (Brenda Sloan, Jefferson County High School); "The Crux of the Matter" (Trent McVay and Jennifer Marshall, Millington High School); "Career Development and Business: A Partnership that Works" (Glynn Bridgewater and Battle Shaw, Haywood High School, Brownsville); "Schools and Communities: Essential Alliance" (Bill Hale, University of Tennessee); "Promoting Student Interest and Involvement in the Career Development Process" (Petra Peper, University of Tennessee); "'Leisure'--The Neglected Career Development Competency" (Barbara Lonas, University of Tennessee); and "The Impact of Parents and Parenting on Career Development" (Larry DeRidder, University of Tennessee). (YLB) individualized tutoring. During the project, the following activities were implemented: (1) information sessions on learning disabilities were conducted to raise awareness of the problem; (2) 20 adults, double the number anticipated, were referred to Parkland Regional College for identification of learning disabilities, with 19 identified as learning disabled; (3) an initial screening device was developed for identification of adults with learning disabilities; (4) the Structure of Intellect Learning Abilities Test was adopted for project use; (5) volunteer tutors were recruited and their training requirements were determined and met; (6) support services required by adults with learning disabilities were identified; and (7) instructional strategies and a tutor's guide to the Structure of Intellect test were developed and printed. It was recommended that the project continue for another year to complete the developmental work initiated during the first phase. (The project report contains six appendixes: newspaper and journal articles, a program brochure, the screening checklist, an assessment report, a resource list, and the tutor's guide to the Structure of Intellect test.) (KC)

ED 349 394   CE 061 714

Purton, Debbie
Literacy for Adults with Learning Disabilities. Project Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 48p.; For a related report, see CE 061 713.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Students; *College Programs; *Educational Resources; Foreign Countries; *Learning Disabilities; Material Development; *Program Development; Program Effectiveness; Student Personnel Services; Tutors; *Volunteer Training
IDENTIFIERS- Parkland Regional College SK

A 2-year developmental project was designed to accomplish the following: (1) identify screening and assessment procedures appropriate for adults with learning disabilities; (2) determine training requirements for volunteer tutors matched one-to-one with learning disabled adults; (3) determine support services required by adults with learning disabilities; (4) compile a list of resources; and (5) prepare specialized instructional resources suitable for use by volunteer tutors working with learning disabled adults. During the project, an initial screening checklist was developed, a diagnostic process was implemented, the volunteer training requirements were identified, and tutors were trained and began working with the adult students. It was found that project participants needed a variety of support services, so a support group was formed to address their needs. Publications containing lists of resources and teaching strategies were developed and used in the project. It was concluded that most of the learners involved in the project displayed multiple areas of learning dysfunction. Most participants achieved an improved self-concept. The importance of providing specialized training and ongoing support to tutors and students was established. A special strength of the program was the intense collaboration among learners, tutors, and project staff. (Appendixes to the report contain the annotated lists of 17 professional reference and training resources and 23 educational resources developed by the project.) (KC)

Parent Family; *Performance Factors; Pregnancy; Secondary Education; *Services; Sex Fairness; *Standards; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

Activities to develop proposed performance standards and measures for programs receiving funds authorized by the Carl D. Perkins Vocational and Applied Technology Education Act are described in this report. Two sections of the act are considered: Section 221 authorizes programs for single parents, displaced homemakers, and single pregnant women; and Section 222 authorizes sex equity programs. In Ohio, funds for these programs are disbursed under Comprehensive Support Services (CSS) or Vocational Equity Grants. The final draft of the CSS/Equity Standards for the CSS Grant is provided for the following groups: adult students, secondary students, ONOW (Orientation to Nontraditional Occupations for Women) participants, displaced homemakers and GOALS (Graduation, Occupation, and Living Skills) participants, NETWork (Nontraditional Education for Teens/Work) participants, and participants in VBO (Ventures in Business Ownership). An appendix documents the activities that produced the standards. It contains the original equity standards draft; the agenda for the Committee to Review Draft Performance Standards for Programs Receiving Funds from Sex Equity, Single Parents, Displaced Homemaker, and Single Pregnant Women Grants; a list of practitioners on the review panel; draft versions of the CSS/Equity Standards and CSS/Equity Performance Standards; a summary of comments on the draft; conference call memorandum; and a list of the proposed performance standards for VBO. (NLA)

ED 349 412   CE 061 880

Zellman, Gail L.; And Others
Access to and Use of Vocational Education in Teen Parent Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Early Parenthood; Job Training; *Mothers; *Parent Education; Parenting Skills; *Program Implementation; Secondary Education; Student Attitudes; Teacher Attitudes; *Vocational Education
IDENTIFIERS- Family Support Act 1988

This research study sought: (1) to examine the range of vocational education opportunities available to young mothers enrolled in teen parent programs; (2) to explore the degree of access to these opportunities; (3) to examine vocational education use; and (4) to assess the likely impact of the Family Support Act on teen parents and on the programs that serve them. Data were gathered through a telephone survey of 49 nationally representative school districts, through more intensive telephone interviews in 71 teen parent programs in those districts, and through site visits to 14 teen parent programs. Results of the study indicated that vocational education is available to more than half of the teen parents enrolled in teen parent programs, but that access to vocational education is often stymied by attitudes of students, lack of time, lack of child care flexibility, reluctance to leave the program site, and a lack of a clear sense of its importance. Despite strong beliefs among program staff that teen mothers must become economically self-sufficient, they may fail to push expression; (6) health education; (7) history/social science; (8) language arts; (9) life science; (10) math; and (11) physical/earth/space science. Each listing contains a course outcome, instructional goal(s), and corresponding life skills curriculum. This guide also contains individual and group educational plans. An implementation plan for each subject area of the curriculum is provided. Also included are 12 references (individuals and printed sources) and 17 materials and resources. (NLA)

ED 349 430 CE 061 931

Life Skills Resource Guide for Senior Adult Learners.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 90
NOTE- 126p.; For a related document, see CE 061 930.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Consumer Education; Coping; Cultural Enrichment; *Daily Living Skills; Earth Science; Fine Arts; Health Education; History Instruction; Language Skills; Mathematics Skills; *Older Adults; Reading Skills; *Resource Materials; Science Education; Self Esteem; Social Sciences; Space Sciences; Writing Skills
IDENTIFIERS- 353 Project; *Life Skills Program

This life resources guide for senior adult learners contains activities in the life skills curriculum. The manual is organized by content area and instructional goal. Under each instructional goal, one or more activities is given. A list of resources is at the end of each section. The activities cover the following topics: (1) consumer education; (2) coping skills; (3) creative living; (4) enrichment; (5) expression; (6) health education; (7) history/social science; (8) language arts; (9) life science; (10) math; and (11) physical/earth/space science. (NLA)

ED 349 431 CE 061 932

Curriculum for Students with Special Needs.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 91
NOTE- 177p.; For a related document, see CE 061 933.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Communication Skills; Consumer Education; *Curriculum Guides; *Daily Living Skills; *Disabilities; Earth Science; Emotional Disturbances; Employment Potential; Geography Instruction; Hearing Impairments; History Instruction; Job Skills; Language Skills; Learning Disabilities; Leisure Time; Listening Skills; Mathematics Skills; Mental Disorders; Mental Retardation; Reading Skills; Recreational Activities; Science Education; *Special Needs Students; Speech Skills; United States Government (Course); Visual Impairments
IDENTIFIERS- 353 Project

This curriculum guide is designed to help special education adult educators enable adult handicapped students to develop, enhance, and maintain basic skills and competencies information on some or all of the following: abstract; course objectives; time and materials; course/workshop/lesson plan; weekly schedule plan/workshop outline; benefits; course syllabus; addendum; notes and acknowledgements. (NLA)

ED 349 450 CE 061 958

Workplace Learning Curriculum Guides. Volume VI: Enhanced Basic Skills--Learning to Learn, Career Planning.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 231p.; For related documents, see CE 061 952-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; *Adult Literacy; Basic Skills; Career Development; *Career Planning; Conversational Language Courses; Curriculum Guides; English (Second Language); *Job Search Methods; *Job Skills; Mathematics Skills; Problem Solving; Spanish; Study Skills; Teamwork; Transfer of Training
IDENTIFIERS- Business Mathematics; *Workplace Literacy

This volume, one of a series of curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains six workplace literacy courses under the general heading of Enhanced Basic Skills--Learning To Learn and Career Planning. Introductory materials include a table of contents and a list of the curriculum topics covered by each of the eight guides. The six courses are as follows: (1) Return to Learning; (2) Learning to Learn; (3) Transfer Techniques; (4) Career Development; (5) Career Planning (Community College of Aurora); and (6) Career Planning (Pikes Peak Community College). The first, third, fourth, and sixth courses include overview; objectives; time required; materials needed; workshop notes; lesson plan; and outline. The second course contains the following information: outline for study skills classes; class objectives; timing; materials; class plans; overheads; and handouts. The fifth course contains course overviews, objectives, time requirement, materials needed, and class plans for the following units: career planning; basic Spanish; English as a Second Language; business math; teamwork; and problem solving. (NLA)

ED 349 451 CE 061 959

Workplace Learning Curriculum Guides. Volume VII: Enhanced Basic Skills--Decisions, Teams, Problem Solving, Critical Thinking.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 325p.; For other volumes in this series, see CE 061 952-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Basic Skills; *Critical Thinking; Curriculum Guides; *Decision Making; *Job Skills; *Problem Solving; *Stress Management; *Teamwork
IDENTIFIERS- Myers Briggs Type Indicator; *Workplace Literacy

This volume, one of a series of curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains seven workplace literacy courses on enhanced basic skills involving decisions, teams, problem solving, and critical thinking.

Saskatchewan, Canada, May 1992).
PUB DATE- May 92
NOTE- 384p.; For other proceedings, see ED 299 461, CE 062 029-032, and CE 062 035-036.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Literacy; Adult Students; Basic Skills; Community Development; Distance Education; Educational Research; Extension Education; Foreign Countries; Labor Education; Learning Theories; Legal Education (Professions); *Literacy Education; Needs Assessment; On the Job Training; Research Methodology; Resource Allocation; Rural Extension; Social Action; Womens Education
IDENTIFIERS- *Canada; Malta; Tanzania; Workplace Literacy

Among 8 French and 54 English papers in this report are the following: "Marks on Paper" (Andruske); "A Multifaceted Approach to Program Evaluation" (Barabash-Pope et al.); "Marine Incidents and their Prevention through Education" (Boshier); "Exploring Needs of Adult Students in Postsecondary Institutions" (Bradley, Cleveland-Innes); "Emancipation through Acquisition of Basic Skills" (Briton et al.); "RoboEd: Re-Imaging Adult Education (AE)" (Briton, Plumb); "On Working without a Net" (Brookfield); "Study in Change" (Butschler); "Collaborative Planning as Community Learning and Empowerment" (Carriere); "Dutch Andragogy Goes to the Art Museum" (Van Gent); "Education for Social Transformation" (Dykstra); "Stress in the Farm Family" (Gordon, Pain); "Peace, Political Alternatives, and Social Action" (Dyson et al.); "Dreaming Reality" (Harris); "Demographics of Adult Learners in Urban Night School Centers" (Harwood et al.); "Entrepreneurial Ways of Learning for Success" (Hian); "Starting with Evaluation" (Holmes et al.); "Meaning and Social Integration among Adult Distance Education Students" (Hotchkis); "Toward Relevant AE with First Nations People" (Inkster, Sanderson); "Nurse Education and Women's Health Movements" (Jefferson-Lenskyj); "Workplace Learning" (Kops); "Adult Learners in Legal Education" (MacFarlane); "A Comparative Study of Continuing Competence among Male Members of Selected Professions" (Matthias); "State Sponsored Adult Literacy Programs in Malta" (Mayo); "Development of Urban Agriculture through Unethical Agricultural Extension Services" (Mlozi); "Developing a Conceptual Framework to Analyze Application of Learning from Continuing Professional Education" (Ottoson); "Towards Liberatory AE" (Ritchie et al.); "Transformative Learning in Context of Social Action" (Scott); "Early AE Associations in Canada" (Selman); "Reframing Program Planners' Practice" (Sloane-Seale); "Criteria for Resource Allocation in AE" (Sork); "Beyond Workplace Learning" (Spencer et al.); "Issues in Adult Literacy" (Taylor); "AE and the Law" (Thomas et al.); "Exploring the Boundaries of AE" (Thomson); "Giving through Grandparenting" (Whiteley); "AE in the Marketplace" (Keddie); "Literacy and Return-to-Learning Programs for Women" (Lesirge, Mace); and "Privatisation of Public Service" (Miller). (YLB)

ED 349 468 CE 062 040

Workplace Applications of Basic Skills. National Workplace Literacy Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 90
NOTE- 56p.; Prepared in partnership with Hewlett-Packard, Fort Collins Site.

serves to broaden the counselor's experience with various types of clients, perhaps not seen in routine practice. By serving as experts, counselors can take their skills from behind the closed doors of the treatment rooms and allow others to see the myriad talents possessed by today's new breed of counselor. (ABL)

ED 349 486 CG 024 479

Elementary (K-6) Guidance Kit. Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation. Revised.
PUB DATE- 91
NOTE- 1,382p.; Original contains colored pages which may not reproduce well. For middle school and secondary education kits, see CG 024 480-481.
LANGUAGE- English
EDRS Price- EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Counseling; Career Development; Career Planning; Elementary Education; *Elementary School Curriculum; Elementary School Students; Interpersonal Competence; Models; *School Counseling; *School Guidance; Self Evaluation (Individuals); Student Development
IDENTIFIERS- Missouri

This extensive kit provides guidance materials for use with elementary school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans are in the appendix which makes up the bulk of the document. The first part of the lessons plans are targeted to elementary level kindergarten through grade three. The second part of the lesson plans are targeted to elementary level grades four through six. The focus of each part is on these areas: career planning; knowledge of self and others; and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts (drawings, comics, forms) supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

ED 349 487 CG 024 480

Middle School (6-9) Guidance Kit. Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation. Revised.
PUB DATE- 91
NOTE- 1,171p.; Original contains colored pages which may not reproduce well. For elementary school and secondary education kits, see CG 024 479 and CG 024 481.
LANGUAGE- English
EDRS Price- EDRS Price - MF09 Plus Postage. PC Not Available from

information in order to do a longitudinal study of adolescents' functioning after hospitalization. Subjects were admissions to the adolescent psychiatric unit of a children's hospital. Subjects (N=22) in one group had only a psychiatric diagnosis; subjects (N=13) had a medical illness and a psychiatric disorder. Subjects were administered an intelligence test and completed a self-report measure of self-esteem. Analyses indicated that the two groups were similar to each other in educational functioning and self-esteem. Psychiatric adolescents rated lower than normed data on global self-esteem. As a group the mean scores of the psychiatric adolescents were all found to be below the 50th percentile of the average scores for those adolescents who are not psychiatrically impaired. (ABL)

ED 349 506 CG 024 515

Reis, Janet
Mothers' Teaching about Health: A Descriptive Study of Low Income Black Mothers and Their Children.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Nov 91
NOTE- 40p.; Paper presented at the Annual Meeting of the American Public Health Association (119th, Atlanta, GA, November 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Blacks; *Children; Drug Abuse; Health Education; Low Income Groups; Mother Attitudes; *Mothers; Objectives; *Parent Child Relationship; *Preadolescents

Inner-city mothers (N=86) and their 8- to 12-year-old children completed a 60-minute interview on the consequences of drug use, and overall concepts of health. A 15-minute conversation between mother and child regarding health was taped and coded for content and nature of the messages exchanged. Mothers and children also independently completed questionnaires on family interaction and long-term education and training goals for the child. Participants described their family units as having definite rule systems enforced by strict punishment. Mothers were unanimous in rating completion of school, being drug free, and not trying drugs as very important for their child's future. Appropriate drug use, nutrition, and exercise were the key components of mothers' personal definitions of health given to their children. Both mothers and children relied primarily on statements of value and questions to communicate to each other about health issues. Few significant positive correlations were found between mothers' and children's perceptions of the consequences of drug use, education and training goals, or family dynamics. Despite apparent attempts to communicate, these mothers were at substantial odds with their children on consequences of drug use and life goals. The results of the study suggest that there are real possibilities for parent-child preventive education on health at least in terms of parent's receptiveness. (ABL)

ED 349 507 CG 024 516

Field Hearing on Violence in Our Nation's Schools. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. One Hundred Second Congress, Second Session which focus on the child alone. Yet, despite the emphasis on parental involvement, very little attention is given to parents' perceptions of their child's treatment. This study explored parents' ratings of treatment and parents' ratings of child symptomatology. Subjects in this study were parents (N=682) of children or adolescents with severe emotional disturbances (SED). These subjects were a subset of participants in a 7-year longitudinal study, the National Adolescent and Child Treatment Study (NACTS). Parents completed the Child Behavior Checklist (CBCL) and reported helpfulness ratings of services for their children. The CBCL and helpfulness ratings were completed for years 1 through 3 of the study. In two separate repeated measures of analyses of variance, results indicate that Externalizing symptoms were significant predictors of ratings of treatment helpfulness. However, internalizing symptoms were not significant predictors of ratings of treatment helpfulness. Two separate multiple regression analyses indicated that Externalizing scores can be predicted based on demographic and helpfulness ratings for years 1 through 3. However, Internalizing scores can be predicted by demographic variables and helpfulness ratings for year 2 only. (Author)

ED 349 526 CG 024 536

Mattson, Donald L.; Richardson, Maurine
Salad Bowl--All Together, All Unique, All Special.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Elementary School Students; Elementary Secondary Education; *Multicultural Education; Secondary School Students; Trend Analysis

Pluralism has become the word for this decade. America is no longer a melting pot, but a salad bowl where each person can retain his/her own uniqueness culturally. In a truly inclusive community, no one is exclusive or excluded. The legislature of South Dakota has mandated that all future teachers, as well as those teachers wishing to remain certified, must complete a human relations course. The purpose of this course is to make future and present teachers aware of various cultures, races, and ethnic backgrounds, without being judgmental. It has been found that people are less threatened by other cultures if they truly understand something about their own culture. Rather than viewing cultural differences as hurdles, educators should accept the richness that diversity offers. With this in mind a bazaar was organized that would help make the majority culture in the southeastern part of the state understand themselves and therefore be less threatened by the minority culture when a similar bazaar was held that stresses that culture. This bazaar was designed to stress the culture of Sweden. Displays were arranged around various aspects of Swedish culture. The literature of Sweden was displayed using faculty and library resources. Artifacts from Sweden were displayed. Another display included posters that listed pertinent facts about Sweden. Food booths offered Swedish delights. The art from Sweden was highlighted in another display. Music, videos, and travel posters were used. Students were excited about learning and sampling different cultures when presented in a non-threatening format. (ABL) stories; and students in a 10-person focus group also read both stories. Subjects completed surveys concerning readability and format preference. Results indicated that: (1) 72% of the subjects said the mapped story was easier to read; (2) 63% said subheads were helpful; (3) 70% said they would choose the mapped format for their news; (4) 71% of students who identified television or radio as their main source of news said the mapped story was easier to read; (5) 67% of students who identified newspapers or news magazines as their main source of news said the mapped story was easier to read; (6) students did not remember significantly more information from one format or the other; and (7) there was no significant difference in the number of paragraphs completed by students who read one format or the other. (Three tables of data are included; both versions of the news story are attached.) (RS)

ED 349 546 CS 011 039

Schlemmer, Phil
Research Skills Projects. Unit I. Learning On Your Own! Individual, Group, and Classroom Research Projects for Gifted and Motivated Students.
PUB DATE- 87
NOTE- 145p.; For unit 2, see CS 213 533.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Gifted; *Independent Study; Intermediate Grades; Junior High Schools; Lesson Plans; Letters (Correspondence); Library Skills; *Research Skills; *Student Projects; *Student Research; Teacher Developed Materials; Thinking Skills; United States History; Units of Study; World History

Created for use with motivated learners (meaning all those who enjoy the adventure and challenge of learning) as well as for gifted and talented upper elementary and junior high children, the 15 student research projects in this book were designed to teach children in these grades how to become independent learners; hence they emphasize the use of basic research skills such as data collection, interviewing, use of the library, making note cards, outlining the others. The projects lend themselves to a variety of applications, such as basic skill activities, full-class units or courses, small-group projects, independent study, and curriculum development. Every project is divided into three sections: teacher preview; lesson plan and notes; and instructional materials. The most basic skill-oriented projects in the book (Notecard-Bibliography, Information Search, Letter Writing, Using the Telephone, and Library projects) are geared to full-class use. The book next presents four intermediate research projects (American History, Native Americans, World History, and the World of Science and Inventions). The rest of the projects in the book (Openings, Kids Teaching Kids, That Was the Year, and Independent Project) are advanced and flexible enough to be used with a few individuals, several small groups, or an entire class. The book also includes numerous reproducible student handouts and checklists, and an independent learning skills chart. (RS)

ED 349 547 CS 011 042

Wanta, Wayne; And Others
Young Readers and the Newspaper: Factors Affecting Information

A study examined whether expected behavior from teachers coincides with how women and men really teach their magazine-writing classes. Subjects, 120 of 198 members of the Magazine Division of the Association for Education in Journalism and Mass Communication, responded to a 25-item questionnaire concerning their teaching techniques. Results indicated that (contrary to anecdotes, student expectations, and stereotypes) women and men--with a few notable exceptions--teach in similar manners. Results further indicated that women preferred a participatory classroom style that used the workshop method, involved the instructor in each step of the student's writing process, and urged students to assume the coaching job. (Six tables of data and 32 footnotes are included.) (RS)

ED 349 566 CS 213 523

Olson, Lyle D.; And Others
The Nation's Scholastic Press Association Directors Describe the State of High School Journalism.
PUB DATE- Aug 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High Schools; High School Students; *Journalism; *Journalism Education; National Surveys; Student Publications
IDENTIFIERS- Journalism Research; Professional Concerns; *Scholastic Journalism; *Scholastic Press Associations

A national survey of 154 scholastic press association directors (who play a crucial role in guiding and shaping high school journalism) garnered an overview of the state of scholastic journalism in the United States today. Seventy-eight scholastic press association directors, representing over 30 states and 4 national associations, responded to the survey. The survey asked questions about advisers, student journalists, the rights of high school journalists, and state scholastic press association activities. Overall, results showed that 44% of the respondents were more optimistic than they were 5 years ago about the future of journalism programs in their states' schools, while 36% were less optimistic. (Two figures, six tables of data giving survey components and summarized results, and 15 notes are included.) (SR)

ED 349 567 CS 213 524

Senat, Tracy C.
How Management Training Relates to Newspaper Editors' Professional Commitment.
PUB DATE- Aug 92
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Editors; Job Satisfaction; *Management Development; *Newspapers; Occupational Surveys; *Professional Training; Salaries
IDENTIFIERS- Journalism Research; *Professional Commitment;

Spiritual "Ecology"; (6) The Shaman and Shamanic Experience; (7) The "Vision Quest"; (8) Astral Projection; (9) Crystals; (10) Reincarnation; (11) Channeling; (12) Unidentified Flying Objects; (13) The Men's Movement; (14) The "New" Religions; and (15) an Epilogue, in which some contemporary magazines offering sophisticated treatment of these and other issues associated with the New Age Movement are addressed. (HB)

ED 349 586 CS 507 905

Greenstreet, Robert
Academic Debate and Critical Thinking: A Look at the Evidence.
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the International Conference on Critical Thinking and Education Reform (12th, Rhonert Park, CA, August 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Critical Thinking; *Debate; Higher Education; Research Needs; Research Problems; *Speech Communication
IDENTIFIERS- Educational Issues

Despite its longevity as an educational activity, little empirical evidence exists to support the notion that academic debate is of value to participants. Numerous contemporary texts have proposed and advanced the claim that debating enhances the critical thinking skills of participants. Several of these texts find this claim so apparent that it requires no real evidence to support it. However, a close examination of the available research materials yields scanty evidence at best. The endorsement of a causal relationship between debate and improved participant critical thinking ability generally rests on one of three sources: Gruner, Huseman, and Luck (1971); Huseman, Ware, and Gruner (1972); and Colbert and Biggers (1985). In addition to these reports, a large amount of personal testimonial evidence supports this view. Currently, there remains little or no scientifically gathered data to support the widely espoused belief that study of or participation in debate enhances a student's ability to think critically. What is needed is a study which examines the exact nature of the well-established link between debate and critical thinking ability. Finding fault with the support currently offered by researchers does not disprove the claim that debate enhances critical thinking ability but the assumptions, faculty reasoning, hasty conclusions, and the misinterpretation of such studies certainly do constitute bad support. (Thirty-two references are attached.) (HB)

ED 349 587 CS 507 906

Ludlum, Marty
Debating with Rules: Much Ado about Nothing.
PUB DATE- 12 Sep 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Oklahoma Speech Theater Communication Association (Edmond, OK, September 12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

of American public speaking while also encouraging women in these classes to feel less muted in their own lives. Recent speeches by such women as Barbara Bush, Kitty Carlisle Hart, Madalyn Murray O'Hair, Sarah Brady, Rosa Parks, and Maggie Kuhn represent many of the skills, issues, and areas of content likely to be discussed in a basic public speaking course. Some women leaders, including Barbara Jordan and Ann Richards, have written in detail about their preparation of important speeches, thus offering models of process as well as confirmation of the hard work and second thoughts characteristic of speech preparation. Finally, students and teachers alike should be open to re-estimations and re-evaluations of women writers and speakers. As Tillie Olsen has said, "Not to have an audience is a kind of death." (HB)

ED 349 607　　　　CS 507 952

Lueck, Therese L.; And Others
The Effect of Gender on Course Evaluations in Mass Communications: A Pilot Study.
PUB DATE- Aug 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Document contains light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Higher Education; Mass Media; Questionnaires; *Sex Differences; Speech Communication; *Student Attitudes; *Student Evaluation of Teacher Performance
IDENTIFIERS- Student Surveys

A pilot study investigated the effect of gender on student evaluations of teachers in the field of mass communication, gauging any effects and interactions between instructor gender and student gender; whether female instructors are at a disadvantage; and whether type of course has an impact. Sixty-seven students in four upper-level mass communication classes taught by two professors completed questionnaires. Results indicated: (1) no significant difference for the gender of instructor, category of course, or gender of student; (2) the female instructor was rated significantly higher on the masculine characteristics than the male instructor (a reversal of the expected response); (3) male students consistently rated the male instructor higher than did the female students (in the "objective" question), while female students consistently rated the female instructor higher on the "objective" index than the male students did. Findings further suggest the importance of personality as a variable that needs to be controlled for in such studies. (Four tables of data and 23 references are included.) (SR)

ED 349 608　　　　CS 507 955

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part I: Journalism History, Section A.
PUB DATE- Aug 92
NOTE- 310p.; For other sections of these proceedings, see CS 507 956-970. For 1991 proceedings, see ED 340 045. The Copeland paper may copy poorly because it contains "filled" type.
LANGUAGE- English

Foundation Program (TFP), and investigates state categorical support. The second paper presents an overview of state legislation challenging the TFP's constitutionality. The declaratory judgment handed down in "Tennessee Small School Systems v. McWherter" (1978) held that Tennessee school funding was not uniform and was therefore in violation of the equal protection provisions in the state constitution. The third paper determines the extent to which the TFP equalized funding for all districts and concludes that none of the 1979 Tennessee School Finance Equity Study's recommendations have been implemented. Problems of the TFP included inadequate appropriations, inadequate state funding, and failure to keep up with inflation. References and tables are included with each article. (LMI)

ED 349 627 EA 024 110

Department of Information Management: Planning/Evaluation Report 92-098.
PUB DATE- 19 May 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Planning; Elementary Secondary Education; *Information Management; *Information Services; *Program Evaluation; Student Evaluation; Student Records; Testing
IDENTIFIERS- *Des Moines Public Schools IA; *Strategic Planning

Information about the functions and achievements of the Des Moines Independent Community School District's Department of Information Management is provided in this evaluation report. The department provides leadership and management services for the district in the areas of strategic planning, program evaluation, testing/assessment, and student information operations. Following an outline of the district mission and departmental responsibility statements, the first section describes the department's role in strategic planning, program evaluation, assessment, and student information in terms of history, policies and regulations, and improvements. The second section examines the department's role in input evaluation, particularly in budget analysis. Process and product evaluations are described in the third and fourth sections, with particular attention to outcomes of the strategic planning process, program evaluation, student assessment, and student records. Future plans are summarized in the final section. Two figures are included. (LMI)

ED 349 628 EA 024 161

Barroso, Joao; And Others
Administration and Evaluation Structures for Primary and Secondary Schools in the Twelve Member States of the European Community.
PUB DATE- 90
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Educational Development; Elementary Secondary Education; Evaluation Methods; *Foreign Countries; *Parent Participation; *School Administration; *School Based Management; *School District Autonomy; *Self

Preliminary findings of a study being conducted at the University of Maine are inconclusive regarding the relationship between higher test scores and increased enrollment. Five figures and a map of town-tuitioning clusters in Maine are included. (Contains 34 references.) (LMI)

ED 349 648 EA 024 232

Seddon, Terri
Restructuring Australian Education and Revolutions in Central and Eastern Europe.
PUB DATE- Jul 92
NOTE- 40p.; Paper presented at the World Congress of Comparative Education Societies (Prague, Czech Republic, July 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Politics of Education; *Revolution; Social Action; *Social Change
IDENTIFIERS- Australia; *Educational Restructuring; Europe (East Central)

Offered as a guide to action in uncertain times, this paper reviews literature on Australian educational restructuring and recent revolutions in east central Europe. The questions asked in both sets of literature differ; however, those posed by the revolutions in eastern Europe have a more directional focus. The research questions posed by the eastern European literature are applied to an analysis of educational restructuring in Australia. The main argument contends that transformation, which lies at the core of the eastern central European social revolutions, is the key to contemporary politics of education. If Australian educational research is to act as a guide to action, an analysis of education in relation to social theory and to a sociology of transformation is necessary. Such research would both explain probable futures and postulate preferred futures toward which to work. (Contains 43 references.) (LMI)

ED 349 649 EA 024 235

How To Lead Your School through Hard Times (and Other Times): A Primer for Trustees and Heads.
PUB DATE- 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrator Role; *Board Administrator Relationship; Budgeting; *Educational Finance; Educational Quality; Elementary Secondary Education; *Governing Boards; Parent School Relationship; *Private Schools; School Administration; *Trustees; Tuition

This handbook provides guidelines for trustees in developing their private-independent schools' relative immunity to hard times. The introduction discusses the importance of continual attention to the planning process and highlights the characteristics of successful school planning. Chapter 2 stresses the need for schools to market themselves effectively that funding linked to performance and innovation leads to educational improvement. (LMI)

ED 349 670 EA 024 275

Unfinished Homework: Analysis of the Legislative Study Group on Education and Local Government's Final Report.
PUB DATE- 7 Jan 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; *Finance Reform; Financial Support; Public Schools; Resource Allocation; State School District Relationship; *Statewide Planning
IDENTIFIERS- *Maryland

Issues in the funding of public primary and secondary education in Maryland are examined in this analysis of the final report made by the state legislature's Study Group on Education and Local Government. Following a statement of study group principles, four policy options are examined: (1) ways to modify current funding commitments; (2) several general approaches to redirection; (3) redirection options related to special student populations; and (4) other aspects of education formula funding. A conclusion is that the report is disappointing because the study group operated on short-term rather than long-term assumptions, and the State General Assembly failed to translate its best intentions into significant plans for school finance reform. Six tables are included. The appendix contains specific findings. (LMI)

ED 349 671 EA 024 276

Fuchs, Ina; Hertz-Lazarowitz, Rachel
Transition from Teacher to Principal: An Israeli Women Perspectives.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). References in faint type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; Career Choice; *Career Development; Career Planning; Elementary Education; Females; Foreign Countries; Leadership; *Leadership Qualities; Leadership Styles; *Principals; Professional Development; *Women Administrators
IDENTIFIERS- *Israel

Findings of a study that examined the characteristics of women principals in Israel, as compared with research findings of the 1960s and 70s, are presented in this paper. Data were derived from interviews, questionnaires, and the written autobiographies of 36 aspiring or practicing women principals in Israel. Findings suggest that, overall, the role of career planning and aspiration in attaining the principalship was ambiguous. The respondents' leadership styles, based on interpersonal relations and communication--traits that have traditionally been viewed as weaknesses, contributed to school effectiveness and positive school climates. Motherhood experiences served as a resource for the principalship.

Findings indicate that 90 percent of respondents were generally satisfied with their CAS experience, and the majority felt that their academic preparation for the CAS was sufficient. Most students, Caucasian and minority, said that they fit in well both academically and socially at the CAS. However, minority students earned lower percentages of A and B grades than majority students, and 21 percent of the black students were unsatisfied with their CAS experience. One table is included. Appendices contain a copy of a letter to the school board that outlined responses to parents' concerns, a copy of the questionnaire, and survey findings. (LMI)

ED 349 691 EA 024 306

Private Schools of the United States.
PUB DATE- 92
NOTE- 1,239p.; For 1988 edition, see ED 310 539.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; *Parochial Schools; *Private Education; *Private Schools
IDENTIFIERS- *Council for American Private Education

This directory provides data on more than 15,000 private schools belonging to the 14 national private school associations that comprise the membership of the Council for American Private Education. Accrediting and evaluation practices of all 14 member organizations are given in detail. Information reported in the school listings was provided by the schools themselves from a survey conducted in fall 1991. A state profile precedes each state's listing of schools. Schools are arranged alphabetically by state and, within each state, alphabetically by school name. Each school listing is uniformly organized to include the school name and address; telephone number; school principal or director; admissions director and college placement advisor, if present; grades taught; school enrollment; and the one or more associations to which the school belongs. Also included is information on the student body; school staff; tuition; special instructional programs, such as remedial classes or advanced placement courses; and school facilities. Plans of graduating seniors are provided for schools with grade 12. All schools are indexed by Index by Association (a complete listing of schools within each member association in alphabetical order) and Index by School (a complete alphabetical listing of all schools). (MLF)

ED 349 692 EA 024 308

Hughes, H. Woodrow; And Others
Effectiveness of Collaborative Administrator Training: The Pepperdine-LAUSD Experience.
PUB DATE- Oct 90
NOTE- 19p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *College School Cooperation; Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Higher Education; Program Effectiveness; Theory Practice Relationship

An Analysis of Local School Board Member Responses to the National Goals for Education: Results and Implications of a Multistate Survey.
PUB DATE- Aug 92
NOTE- 77p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Terre Haute, IN, August 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Role; *Boards of Education; *Educational Objectives; Elementary Secondary Education; *Governance; Governing Boards; Government School Relationship; Local Government; *Policy Formation; *School District Autonomy
IDENTIFIERS- Louisiana; Minnesota; National Education Goals 1990; Nebraska

Findings of a study that examined the responses of local school board members in Louisiana, Minnesota, and Nebraska to the National Goals for Education (NGE) are presented in this paper. A survey mailed to 718 local school board members in July 1991 obtained 298 responses, a 42 percent response rate. The respondents assigned a higher priority to goals that are related to broad areas of district responsibility and are part of the traditional local school district function. A substantial majority (85 percent) disagreed that the NGE are necessary for school improvement, and slightly over half disagreed that they meet local needs. Overall, board members expressed caution and ambivalence, believing that educational goals are best determined by local school boards in response to local needs. Because the establishment of national education goals implies a move toward a centralized policy structure, the following issues must be considered in implementing them: providing a more inclusive implementation process and adequate resource allocation and challenging existing research models. Twenty-one tables are included. (Contains 23 references. (LMI)

ED 349 713 EA 024 342

Sebring, Penny A.; Camburn, Eric M.
How Teachers Are Engaging Reform in Chicago: Differences among Schools.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; Elementary Education; *Participative Decision Making; *School Restructuring; Teacher Attitudes; *Teacher Influence; Teacher Participation; *Teacher Role
IDENTIFIERS- *Chicago Public Schools IL

Findings of a study that examined the level of teacher engagement in school reform in Chicago Public Schools and differences in the level of engagement across schools are presented in this paper. The School Reform Act of 1988 transferred much of the policymaking and administrative authority from the central school board to Local School Councils (LSCs). Teachers had little input on shaping the reform and on governance structure. A survey mailed to teachers in 473 elementary schools yielded responses from 12,000 teachers in 401 schools, with an average places. Threats to internal and external validity are examined. True experimental design is outlined, and then types of quasi-experimental designs are described, including one-group posttest-only design, one-group pretest-posttest design, comparison-group pretest-posttest design, prematched control group design, natural experiments, longitudinal research, cross-sectional research, case-study and single-subject designs, and meta-analysis. Technical and conceptual advances that provide a more significant basis for the interpretation and limitations of quasi-experimental designs are explored. Three considerations required in developing a compelling argument about the causal influence of an intervention are discussed: the analysis must provide a well-specified and credible rationale that links the causal mechanisms with outcomes; it must present evidence to substantiate the claim that the intervention is a plausible explanation for the observed outcome; and it must provide diagnostic assessments and establish the value of the information about purported causal mechanisms and rival explanations. (Contains approximately 30 references.) (JDD)

ED 349 733 EC 301 478

Tu, Jho-Ju; And Others
An Analysis by State of the Number of Disabled Youths (Ages 12-17 and 18-21) Served from 1984 through 1988.
PUB DATE- 92
NOTE- 30p.; In: Harnisch, Delwyn L., And Others. Selected Readings in Transition; see EC 301 473. Figures 2.5-2.14 will not photocopy adequately due to small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *Disabilities; Educational Trends; Education Work Relationship; High Schools; High School Students; Program Implementation; *Rehabilitation Programs; *Special Education; *State Programs; *Transitional Programs; *Trend Analysis; Vocational Rehabilitation

Data from the "Annual Report to Congress on the Implementation of the Education of the Disabled Act" were analyzed to determine patterns of services to disabled youths over a 4-year period by state, age, and type of disabling condition. Using the data for high school students and the 3 years immediately after high school, the study examined services offered to youths before and after the transition from school to work. A breakdown by type of disabling condition was included to evaluate differences in services rendered for each subgroup. The first data analysis describes the patterns and trends in the actual numbers of disabled youths served. These numbers are then expressed as percentages to emphasize the relative proportions contributed by each type of condition to the total numbers served, followed by the percentage each state contributes to the national total for a given type of condition. Analysis of variance is then employed to test for significant differences by year and age. Several modes of data presentation are used: raw numbers and percentages of youth served are presented in tabular form, trends in the three most important conditions are presented separately in bar graphs, a national map displays the number of individuals served by each state, and the state percentages of national totals for five important types of conditions are presented in a series of bar graphs. The raw data derived from the annual reports are presented in an appendix. The study concluded that: total services to disabled

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 92
NOTE- 175p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Organization; Classroom Environment; *Curriculum; *Disabilities; Early Childhood Education; Educational Philosophy; *Educational Practices; *Mainstreaming; Models; Parent Participation; Resources; Staff Development; Student Characteristics; Symptoms (Individual Disorders); *Teaching Methods; Thematic Approach

This guide is designed to be a practical resource for educators on the integration of general education students and those students with exceptional education needs between the ages of 3 and 5 years. Chapter 1 discusses the rationale for integration and examines what research says about the effects of integration on the development of young children in school. Chapter 2 deals with curriculum theories and philosophies, describing four major views of early childhood education. Chapter 3 describes developmentally appropriate practices for children ages 3 to 5. Chapter 4 describes several models for mainstreaming and integration, emphasizing that different models will be appropriate for different situations. Chapter 5 describes instructional strategies that are effective in integrated settings. Chapter 6 focuses on environmental considerations and includes sample floor plans. Chapter 7 provides general information about various types of special needs and includes descriptions of themes and ways to approach these themes for specific groups of children. Chapter 8 discusses parent involvement in the education of young children, viewing the community and the school as supports for the family as a whole and the child as an individual. Chapter 9 presents a model for staff development. A self-study unit then provides an opportunity to explore the topic of integration through discussion questions and activities. Appendices present: (1) activities that promote awareness of disabilities; (2) program administration materials; (3) an annotated bibliography of children's literature on disabilities; and (4) lists of local and state agencies in Wisconsin, national toll-free telephone numbers, national clearinghouses and organizations, publications for teachers and parents on specific disabilities, resources for implementing a quality early childhood program, and model early education projects. (Contains approximately 50 references.) (JDD)

ED 349 752 EC 301 498

Administrative Aspects of Technology Implementation in Special Education. A Synthesis of Information from Eight Federally-Funded Projects.
PUB DATE- May 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Demonstration Programs; *Disabilities; *Educational Technology; Elementary Secondary

Diseases; Phenylketonuria; Prader Willi Syndrome

This annotated bibliography lists print materials, training and educational materials, and programs concerned with nutrition for youth with chronic illnesses and disabilities. Basic bibliographic information and a brief abstract are provided for each of the 87 bibliographic citations which date from 1980 through 1991. Citations are organized into the following categories: adolescent nutrition; nutrition and disability; mental retardation/developmental disabilities; chronic illnesses (arthritis, asthma, cerebral palsy, cystic fibrosis, diabetes, digestive system diseases, phenylketonuria, and Prader Willi syndrome); and learning disabilities. Listings for the 16 training materials also include a brief abstract and source information. Materials include booklets, handouts, videotape recordings, and curriculum guides. Finally, abstracts and contact information is given for three nutrition programs. (DB)

ED 349 771 EC 301 517

Duer, Jacqueline M.
Understanding Writing Disabilities.
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Brain Hemisphere Functions; Cognitive Processes; Elementary Secondary Education; Lateral Dominance; *Learning Disabilities; Research Methodology; Semantics; Student Attitudes; *Writing Ability; *Writing Improvement; Writing Processes; Writing Strategies

This review of the literature looks at writing disabilities in the context of special education services provided within regular classrooms. A definition of learning disabilities as well as a discussion of effects of left and right brain dominance and of the steps of the writing process begin the paper. Among the findings of the research synthesis are: that semantic encodings are better retained than phonemic unrelated word encodings; that many students with learning disabilities have poor word knowledge; that specific writing errors can be associated with variations in brain dominance; that strategy training can be useful; and that teachers may have limited influence in changing attitudes and reducing writing apprehension. The final section provides a critique of the methodology of the studies reviewed. (Contains 11 references.) (DB)

ED 349 772 EC 301 518

Jackson, Mary Yeomans
Resourcing: Handbook for Special Education Resource Teachers.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Consultation Programs; *Disabilities; Educational Cooperation; Elementary Secondary Education; Goal Orientation; Information Dissemination; Long Range Planning; *Resource Room Programs; Resources; *Special Education Teachers; *Teacher Role; Teamwork; Time Management
IDENTIFIERS- Resource Utilization; *Teacher Collaboration

The role of the language laboratory in current language teaching and learning is discussed. Four main aspects of audio technology and its relationship to language learning are covered: (1) the technological aspect: what a language lab is and what kinds of labs are available in Ireland; (2) the research aspect: what kind of research is being conducted in language labs, how they are and could be used, and in what ways they benefit the language learning process; (3) the pedagogical aspect: how teaching and learning in the language lab must change in order to become part of a communicative language teaching approach; and (4) the practical aspect: what has been done in the Language Centre in St. Patrick's College, Maynooth, with particular reference to the Irish language and a course called "Dushlan" for first-year university students. The main argument throughout the discussion is that audio technology has not been used to its full potential so far and should not be ignored in the face of the increasing popularity of computers and video technology. Contains 10 references. (LB)

ED 349 793 FL 020 275

Ruane, Mary
Issues in the Use of Video Technology in the Language Classroom.
PUB DATE- Nov 89
NOTE- 20p.; In: Little, David, Ed. and O Meadhra, Bebhinn, Ed. Media Technologies and Language Learning. Proceedings of an IRAAL Seminar (Dublin, Ireland, November 25, 1989); see FL 020 272.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Audiovisual Instruction; *Communicative Competence (Languages); Foreign Countries; Language Laboratories; *Second Language Learning; Teaching Methods; Television; *Video Equipment
IDENTIFIERS- Authentic Materials; Ireland; *Video Technology

In a discussion of video technology and language learning, video is defined as any form of language-teaching (LT) material that can be shown on a television monitor, excluding interactive video. The first part of the paper presents a possible pedagogical framework for video in language learning. The role of video is: (1) to provide a source of language input for students; and (2) to offer a way of developing learner competencies in particular language skills. Video documents can show the interrelationship of spoken and interactive discourse in stimulating and entertaining ways, and television screens compel attention. The second section examines the question of access to video materials in view of some of the pedagogical considerations. The discussion focuses on access to four types of LT video materials: video materials specially designed for LT, semi-pedagogic LT video materials, authentic off-air documents edited for LT, and authentic off-air documents unedited for LT. It is concluded that video is an effective vehicle for developing second language acquisition by providing input and by organizing opportunities for a wide range of communicative activities in the various language skills. Contains 31 references. (LB)

ED 349 794 FL 020 276

Kennedy, Geraldine
Computers in Language Teaching.
PUB DATE- Nov 89

observations about how to go about testing the increasing number of LEP students in schools are presented. Deep surface rather than surface assessment through discourse-based, real-life performances are recommended. Two responses to the paper, one by Fred Davidson and the other by Myriam Met, are appended. (VWL)

ED 349 815 FL 020 634

Damico, Jack S.
Performance Assessment of Language Minority Students.
PUB DATE- Aug 92
NOTE- 50p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; Language Proficiency; Language Research; *Limited English Speaking; Researchers; *Student Evaluation; Test Construction; *Testing; Test Selection

Performance assessment of language minority students is a complex process that requires the application of theoretically defensible procedures that are carefully designed and systematically implemented. Due to the differences between language minority students in the schools and those English-as-a-Second-Language/English-as-a-foreign-language students typically studied by language testing researchers, performance assessment in the schools must involve utilization of procedures that are more authentic, more functional, more descriptive, and more individualized than those typically recommended by second language testing researchers. This paper proposes a descriptive approach to performance assessment that is theoretically defensible and psychometrically sufficient. The characteristics necessary for successful performance assessment, the assessment process, and actual assessment techniques are discussed. Responses to the paper by J. Michael O'Malley and Cecilia Naverette are appended. (VWL)

ED 349 816 FL 020 635

Baron, Joan Boykoff
SEA Usage of Alternative Assessment: The Connecticut Experience.
PUB DATE- Aug 92
NOTE- 63p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Elementary Secondary Education; Limited English Speaking; *Program Descriptions; *State Programs; *Student Evaluation; *Testing
IDENTIFIERS- Common Core of Learning (Connecticut); *Connecticut Assessment of Educational Progress; Connecticut Mastery Testing Program

This paper focuses on the use of alternative assessments at the state level with a focus on the Connecticut experience. Judging from the size of audiences attending sessions on alternative

Language Instruction; Program Descriptions; *Social Integration
IDENTIFIERS- Belgium; *Commission of the European Communities; England; France; Netherlands

This study, originally published in German in 1983, describes results of a comparative evaluation of Commission of the European Communities projects for migrant children's education in four countries (Belgium, England, France, and the Netherlands). The report begins with a discussion of the European Communities' 1970 directive on the teaching of migrant workers' children, including its background, the debate held about it, the initiation of pilot projects during the debate, and the project methods. Subsequent sections outline, for each of the four country projects, the particular situation of ethnic minority children in the country's school system as a whole and the design of the project to enhance education of migrant children in that country. In each country, the pilot project was implemented in one city. The cities were: Genk (Belgium), Bedford (England), Paris (France), and Leiden (the Netherlands). Next follows a comparative analysis and assessment of the four programs, focusing on two major program aspects: (1) introduction of migrant children to the host country language and culture; and (2) native language instruction. A concluding section discusses the politics of special programs for this population and emphasizes the need for new approaches to the education of ethnic minority children. An extensive bibliography is included. (MSE)

ED 349 837 FL 020 659

Basic German Language Program, Grades 1-12.
PUB DATE- 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Class Activities; *Communicative Competence (Languages); *Cultural Education; Curriculum Design; Educational Objectives; Educational Strategies; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *German; Language of Instruction; Language Proficiency; Language Role; Program Design; *Second Language Programs; Student Evaluation; Textbooks
IDENTIFIERS- Canada; *Manitoba

The curriculum guide for the basic German second language program in Manitoba elementary and secondary schools is presented. The first part offers the rationale for the broad goals of the program, with a focus on the benefits of cultural and language education for individuals and society alike. This section also contains a discussion of the communicative approach to language teaching, including specific instructional strategies and a brief examination of the role of English in second language teaching. Issues in program administration are considered, and several texts are recommended. The second and third parts of the guide outline the basic German programs for grades 1-6 and 7-12, respectively, including the topics, situations, and functions appropriate to the age group, a scope and sequence of course content cross-referenced to recommended texts, and a separate scope and sequence of language functions and sample structures cross-referenced to texts. An extended discussion of specific classroom strategies for the communicative approach and a 27-item bibliography are appended. (MSE)

ED 349 838 FL 020 661

ED 349 375 CE 060 167

Comprehensive Career Development Project: Career Center Guide.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.

PUB DATE- 90

NOTE- 36p.; For related documents, see ED 330 920 and CE 060 165-169. A product of the Comprehensive Career Development Project for Secondary Schools in Tennessee.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Counseling; Career Development; *Career Education; *Career Guidance; Education Work Relationship; *Information Centers; Information Needs; Information Services; *Media Selection; Needs Assessment; *Occupational Information; Personnel Selection; Program Effectiveness; Program Evaluation; Secondary Education

IDENTIFIERS- *Career Centers

This guide provides information for developing a career center that would serve as the major resource for information about the world of work. These steps in initiating a career center are outlined: designing and conducting a needs assessment, choosing the location, developing advisory committee and principal support, and staffing. The next section discusses the center's acquisition policy as suggested by the needs assessment. Topics include sources for materials and determination of need for software, hardware, and computerized systems. Possible public relations activities are listed, and suggested uses by students and former students, teachers, parents, and the business community are proposed. A section on managing the collection addresses these concerns: filing systems; training programs, audiovisual materials and software; the catalog; check out; refiling; and re-ordering. A final section offers questions for evaluating the center's effectiveness. Appendixes include a list of seven references; instructional materials and their sources, including bibliographies of current materials, Government Printing Office publications, technical and trade schools, and college and university preparation; and a list of 94 associations providing career information in specific occupations. (YLB)

ED 349 376 CE 060 168

Comprehensive Career Development Project: Community Resource Guide.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.

PUB DATE- 90

NOTE- 35p.; For related documents, see ED 330 920 and CE 060 165-169. A product of the Comprehensive Career Development Project for Secondary Schools in Tennessee.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Development; *Career Education; *Community Resources; Data Collection; Elementary Secondary Education; *Guides; Human Resources; Information Sources; Integrated Curriculum; *Material Development; Needs Assessment; *Resource

ED 349 395   CE 061 856

Strategies for Opportunity: Creating a High Performance Workforce for Ohio. A Comprehensive Workforce Development Strategy Developed by the Governor's Human Resources Advisory Council.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Cost Effectiveness; *Economic Development; Educational Economics; *Educational Improvement; Employment Patterns; Global Approach; Job Skills; Labor Economics; *Labor Force Development; Labor Market; Population Trends; Poverty; Productivity; Skill Development; Statewide Planning
IDENTIFIERS- *Ohio; Self Sufficiency

The growing gap between the skill requirements of jobs and workers' capabilities, the slow growth of the U.S. work force, and the demands of a global economy will reshape the work force in Ohio. To meet these challenges, the Governor's Human Resources Advisory Council proposes as its mission the achievement and maintenance of a high performance work force. The economic upheaval of the last two decades has had the following results: the growth of Ohio's gross state product ranks 40th in the nation; Ohio moved from 28th to 7th in number of public assistance recipients per 1,000; and Ohio's job growth and per capita income growth will lag behind the national rate through 2000. Four strategies are proposed for creating the high performance work force: (1) create a high performance business climate that fosters economic growth and generates new job opportunities; (2) improve the educational system's performance to ensure that all students acquire competitive basic skills; (3) establish comprehensive and coordinated work force training programs; and (4) remove the major barriers to employment and self-sufficiency. Among the action steps needed to implement these strategies are the following: improving technology; adopting statewide policies on dropout prevention; improving adult and workplace literacy and lifelong learning; turning schools and colleges into high performance organizations; establishing performance standards for work force development programs; promoting coordination, planning, accountability, and information sharing among providers; making child care, health care, and transportation accessible and affordable; improving child support enforcement; and attacking employment discrimination. (NLA)

ED 349 396   CE 061 858

Kerka, Sandra
Bilingual Vocational Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Literacy; *Bilingual Education Programs; Communication Skills; Cultural Awareness; Employment Potential; Job Skills; Labor Force Development; *Limited English Speaking; Resource Materials; *Vocational Education; *Vocational English

vocational education for reasons of their own, including concerns about interfering in personal decisions and conveying negative messages, beliefs in the primacy of parenting education, and sympathy for the many demands young mothers face. Only in those programs with a primary emphasis on job training did most teen parents connect with vocational education. From the data, it was unclear whether the Family Support Act will result in any additional services to parenting teens. (The report includes 91 references and an appendix that outlines the provisions of the Family Support Act.) (KC)

ED 349 413 CE 061 883

Kleeman, Rosslyn S.
The Changing Workforce. Demographic Issues Facing Employers. Testimony before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, United States House of Representatives.
PUB DATE- 29 Jul 92
NOTE- 15p.; For related GAO reports, see ED 346 241 and CE 061 884.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); Demography; *Employed Women; *Employment Practices; Federal Government; Futures (of Society); Government Employees; *Labor Force; *Minority Groups; Personnel Policy; *Population Trends; Private Sector; Retirement
IDENTIFIERS- Family Work Relationship

The civilian labor force has changed dramatically in recent decades and is expected to change even more. The most dramatic of recent demographic changes has been the entry of women into the workforce, particularly married women with children. More and more employers are offering child and elder care assistance, flexible work schedules, flexible benefits, parental leave, and other human resources programs to help their employees balance work and family responsibilities. Another demographic trend is the increasing representation of racial or ethnic minorities in the labor force. Some employers have initiated training programs to recognize the increasing cultural diversity of their workers. A third trend is the aging of the labor force, driven largely by the aging of the baby-boom generation. With the possibility of tight labor markets if large numbers of baby-boom generation workers leave the labor force, some employers have developed strategies to allow phased retirement and/or use the skills of retirees. All these demographic changes are also occurring in the federal workforce. The percentage of the federal workforce that was female rose faster between 1976 and 1990 than in the nonfederal sector. The federal workforce is also more minority based and older. Employers who have responded to changes and are anticipating those changes appear better positioned to prosper in the 21st century. (YLB)

ED 349 414 CE 061 884

The Changing Workforce. Comparison of Federal and Nonfederal Work/Family Programs and Approaches.
PUB DATE- Apr 92
NOTE- 129p.; For related GAO reports, see ED 346 241 and CE 061 883.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

commensurate with their interests and ability levels. In addition to an introduction, this guide contains instructions on how to use the Individual Handicapped Adult Education Plan (IHAEP), and it provides test instruments and inventories. The guide is divided into three major sections: (1) functional skills--severely and profoundly handicapped; (2) functional skills--moderately handicapped; and (3) adult basic academic skills. These sections are further divided into courses, addressing the needs of the corresponding student population. Four courses are included in section 1: cognitive and linguistic skills; life sustaining and environmental interaction skills; leisure and recreation skills; and developmental-functional motor and sensory skills. Section 2 contains four courses: basic personal and home living skills; leisure and recreation skills; communication skills; and employability skills. Courses in section 3 are as follows: geography; government; history--world history and Florida history; consumer education; science--life science and earth/space science; math; language arts--reading, writing, speaking, and listening; and special strategies--teaching the hearing impaired, visually impaired, learning disabled, emotionally handicapped, and mentally ill, and why the mentally retarded lose jobs. An appendix contains lists of common words and vocabulary terms related to work sites and living skills. A bibliography contains 68 references. (NLA)

ED 349 432 CE 061 933

Activities for Students with Special Needs.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 91
NOTE- 253p.; For a related document, see CE 061 932.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Communication Skills; Daily Living Skills; Employment Potential; Job Skills; Language Skills; *Learning Activities; Leisure Time; Mathematics Skills; Recreational Activities; *Special Needs Students
IDENTIFIERS- 353 Project

These activities for students with special needs are arranged in the following categories: (1) basic personal and home living skills; (2) leisure and recreation skills; (3) communication skills; (4) employability skills; (5) academic skills--math; (6) academic skills--language arts; (7) additional resources; and (8) commercially available materials. Each activity may include skills, materials, procedures, suggestion, variation, and examples. Additional resources include multipurpose games and guest speakers/field trips. A list of 143 commercially available materials is arranged in the following categories: self-care/daily living, cookbooks, socialization, reading, math, and job readiness. (NLA)

ED 349 433 CE 061 934

The Role of the State and the Social Partners: Mechanisms and Spheres of Influence.
PUB DATE- 92
NOTE- 82p.; "Mecanisms" in title changed to "Mechanisms."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

Introductory materials include a table of contents and a list of the curriculum topics covered by each of the eight guides. The seven courses are as follows: a goal-setting/decision-making workshop for the workplace; a course on stress management; a stress management workshop; a model for the development of responsive, high performance work teams; a course on "understanding your team"--feedback session on the Myers-Briggs Type Indicator; and two final courses on creative problem solving and critical thinking respectively. Each course contains some or all of the following information: title; abstract; overview; objectives; benefits; timing; setting and materials; notes; plan/syllabus/outline; conclusions; assignments; examinations; activities; handouts/worksheets; overheads/flipcharts; acknowledgements; bibliography; conclusions; and evaluation. (NLA)

ED 349 452 CE 061 960

Workplace Learning Curriculum Guides. Volume VIII: Enhanced Basic Skills--Listening Skills, Communications, Speech, Self-Esteem, Individual Workplace Skills.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 296p.; For other volumes in this series, see CE 061 952-959.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; *Communication Skills; Curriculum Guides; Interpersonal Communication; *Job Skills; *Listening Skills; *Self Esteem; *Speech Skills; Teamwork; *Time Management
IDENTIFIERS- *Workplace Literacy

This volume, the last of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains 11 workplace literacy courses on enhanced basic skills including listening skills, communications, speech, self-esteem, and individual workplace skills. Introductory materials include a table of contents and a list of the curriculum topics contained in each of the eight guides. The 11 courses are as follows: (1) listening to difficult people; (2) communication styles; (3) getting the right message; (4) communicating; (5) overview of communications for team building; (6) interpersonal communications; (7) speaking skills for the workplace (Community College of Denver); (8) speaking skills for the workplace (Pueblo Community College); (9) self-esteem workshop; (10) self-esteem in the workplace; and (11) time management workshop for the workplace. Each course contains some or all of the following information: title; abstract; objectives; benefits; timing; setting and materials; workshop notes; workshop plan/syllabus; conclusions; assignments; examinations; activities; handouts; overheads; and acknowledgements/bibliography. (NLA)

ED 349 453 CE 061 962

Hatteberg, Stephanie Roy; And Others
The Changing Role of Women in Twentieth Century Law Enforcement.
PUB DATE- Sep 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Attitudes; Adults; Employer

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Communication Skills; Corporate Education; Curriculum Development; *Job Skills; Language Skills; *Literacy Education; Needs Assessment; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Writing Skills
IDENTIFIERS- *Workplace Literacy

A project was designed to upgrade workplace basic skills for the purpose of promoting productivity, retrainability, job retention, and/or job advancement. It created a partnership among Hewlett Packard-Fort Collins Site, Lutheran Family Services, and Colorado State University's Division of Continuing Education. Skills needed for representative jobs were assessed through interviews, observations, and review of printed materials needed for that job. A curriculum that focused on oral and written communication, with components of learning how to learn, was designed. Exercises and examples used in training concerned everyday problems and challenges encountered on the manufacturing floor and aided transfer of skills learned to the job. Training design and methodology were targeted directly at the operator level and included additional time for modeling of skills taught, recognizing thinking processes needed to use skills, practice time, and participant feedback on application of skills to the job. Interactive courses were 28 hours long with two 2-hour follow-up sessions 30 and 90 days after course completion. Qualifying participants received a certificate of completion from Colorado State and Hewlett Packard. The multistrand evaluation proved impractical. (The final report is followed by a paper by Chris Kneeland and Sally Robinson containing a description of project activities, results and findings, and recommendations; initial brief; media release; job task analyses; and curriculum outline with learning objectives for 14 units.) (YLB)

ED 349 469 CE 062 052

Oakes, Jeannie; And Others
Educational Matchmaking: Academic and Vocational Tracking in Comprehensive High Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Access to Education; *Course Selection (Students); Economically Disadvantaged; Educational Research; Enrollment Influences; Ethnic Groups; High Schools; Minority Groups; Race; *Student Placement; *Track System (Education); *Vocational Education

This study examined how high schools made decisions about which courses to offer and which courses were appropriate for various students. During year 1, researchers visited three senior high schools in a major West Coast urban center to observe, study school documents, and talk with educators and students about curriculum offerings and student assignment practices. During year 2, researchers analyzed transcripts from students in the 1988 senior classes to track the effects. According to field study findings, all three schools made assumptions about the abilities, aspirations, and educational "needs" of incoming

EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Counseling; Career Development; Career Planning; Interpersonal Competence; *Junior High Schools; *Middle Schools; Models; *School Counseling; *School Guidance; *Secondary School Curriculum; Self Evaluation (Individuals); Student Development
IDENTIFIERS- Middle School Students; Missouri

This extensive kit provides guidance materials for use with middle school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans are for grades six through nine. The lesson plans are in the appendix which makes up the bulk of the document. The focus is on these areas: career planning; knowledge of self and others; and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

ED 349 488 CG 024 481

Secondary (9-12) Guidance Kit. Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation. Revised.
PUB DATE- 91
NOTE- 989p.; Original contains colored pages which may not reproduce well. For elementary education and middle school kits, see CG 024 479-480.
LANGUAGE- English
EDRS Price- EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Counseling; Career Development; Career Planning; High Schools; High School Students; Interpersonal Competence; Models; *School Counseling; *School Guidance; *Secondary School Curriculum; Self Evaluation (Individuals); Student Development
IDENTIFIERS- Missouri

This extensive kit provides guidance materials for use with secondary school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans for grades 9-12 are in the appendix which makes up the bulk of the document. The focus is on the areas of career planning, exploration and knowledge of self and others, and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the

(Bronx, New York, May 4, 1992).
PUB DATE- 92
NOTE- 84p.; Serial No. 102-107.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Federal Legislation; Federal Programs; Government Role; Hearings; Secondary School Students; *Violence
IDENTIFIERS- Congress 102nd; Testimony

This document presents the text of a hearing on violence in U.S. schools. Opening statements and remarks by Representatives Jose E. Serrano , Nita M. Lowey, and Major R. Owens are presented. Serrano's opening statement notes that the focus of the hearing is on the roots and probable causes of violence; prevention through teaching of alternate methods of conflict resolution; and the federal role in providing the necessary assistance to local school districts in the prevention and reduction of school violence. Statements and/or prepared materials by the following persons are included: (1) Honorable David N. Dinkins, Mayor of the City of New York; (2) Joseph Fernandez, Chancellor, New York City Public Schools, Brooklyn, New York; (3) Fernando Ferrer, Bronx Borough President; (4) Arnold Goldstein, Special Education and Rehabilitation, Syracuse University, Syracuse, New York; (5) Frank Melia, Principal, Christopher Columbus High School, Bronx, New York; and (6) Rey Ramos, student, and Rafael Toro, teacher, James Monroe High School, Bronx, New York. (ABL)

ED 349 508 CG 024 517

D'Andrea, Michael; Daniels, Judy
Do the Leaders of Counselor Education Programs Think Graduate Students Should Be Required To Participate in Personal Counseling: The Results of a National Survey.
PUB DATE- Sep 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Counseling; *Counselor Educators; *Counselor Training; *Degree Requirements; Emotional Problems; *Graduate Students; Higher Education; *Individual Counseling; Individual Development; Mental Disorders; Student Development

It is ironic to think that persons who experience substantial personal and interpersonal problems as a result of the stress in their own lives might end up providing mental health services to clients or be responsible for training graduate students to become professional counselors. Research by White and Franzoni (1990) substantiated the prevalent belief that many mental health professionals are emotionally damaged and have chosen their vocation to solve their own problems. It has been suggested that the rate of personal problems, which numerous researchers have noted to be manifested among many professional counselors and counselor educators, might be substantially reduced if counselor education programs implemented stricter admissions-retention policies and incorporated specific requirements intentionally designed to promote students' personal development. This study assessed what chairpersons and/or directors (N=122) of accredited counselor educator training programs thought about requiring all graduate students to participate in professional counseling as a programmatic requirement. Respondents were surveyed

ED 349 527 CG 024 537

Spain, William H.; Sharpe, Dennis B.
The Early School Leavers: Initial Survey. Report and Summary Report. Youth Transition into the Labour Market.
SPONS. AGENCY- Canada/Newfoundland Youth Employment Strategies Program.; Newfoundland and Labrador Dept. of Education.
PUB DATE- Nov 90
NOTE- 206p.; For related documents, see CG 024 538-540.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; *Employment; Foreign Countries; Secondary Education; Secondary School Students
IDENTIFIERS- Labrador; *Newfoundland; Transitional Activities; *Transition Time; Youth Transition into the Labour Market

The study of Youth Transition into the Labour Market (YTLM) began several years ago in the spring of 1987. The project consists of two parallel yet interrelated studies, one focusing on the full cohort of approximately 9000 Level III high school students in Newfoundland and Labrador at the end of the 1988-89 school year, and a second, which focuses on the full year cohort of 2109 students (grades seven to Level III) who dropped out of school between Easter 1987 and Easter 1988. Data for this report were obtained from interviews with 1274 of the 2109 early leavers. The early school leaver emerged as an enormously complex and idiosyncratic person. The early school leaver was frequently male, had experienced failure in school, was disenchanted with school, and had no sense of direction or vision of the future that extended beyond the limits of his immediate home and community. However, the early leaver was also often female, though few said that they left school because they were pregnant. High absenteeism was often reported. Most worked at temporary jobs when they worked. As a group the school leavers seemed to recognize value in education. Indeed, many expressed aspirations that implied a need to make an important commitment to extensive education and training. They had, nonetheless, rejected public education, first step in achieving their aspirations. (ABL)

ED 349 528 CG 024 538

Sharpe, Dennis B.; Spain, William H.
Youth Transition into the Labour Market. The Class of '89: Initial Survey of Level III (Grade 12) High School Students.
SPONS. AGENCY- Canada/Newfoundland Youth Employment Strategies Program.; Newfoundland and Labrador Dept. of Education.
PUB DATE- Mar 91
NOTE- 225p.; For related documents, see CG 024 537-540.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Career Planning; Foreign Countries; High Schools; *High School Seniors; Longitudinal Studies; Occupational Aspiration; Student Characteristics
IDENTIFIERS- Labrador; *Newfoundland; Transitional Activities; *Transition Time

The Transition of Youth into the Labour Market is a developmental study of youth as they make the difficult transition into the labor market of Newfoundland and Labrador. The project consists of two parallel yet interrelated studies, one focusing on the full cohort of over 9000 Level III high school students at the

Recall and Perceived Enjoyment, Readability and Attractiveness.
PUB DATE- Aug 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *High School Students; *Journalism; *Layout (Publications); Media Research; *Newspapers; *Readability; Recall (Psychology); Regression (Statistics); *Student Attitudes
IDENTIFIERS- Journalism Research; Variables

A study examined potential variables that editors might use to lure young readers into a newspaper reading habit. A total of 204 high school students were asked to read and rate one of 20 newspapers (collected from around the country) on enjoyment, readability, and attractiveness. The newspapers' efficiency in transmitting information was also tested through knowledge recall questions. Results showed that subjects: (1) found newspapers more enjoyable if they contained fewer stories and many pullout quotes; (2) more readable with many pullout quotes and small lead photographs; and (3) more attractive with many photographs and large graphics. Results further showed that subjects were able to recall information more efficiently if the newspapers were judged to be enjoyable, used a high number of pullout quotes, used a horizontal design, scored lower on a human interest measure, jumped more stories and contained stories written at a lower grade-reading level. Four suggestions for editors include increasing the use of pullout quotes, using smaller lead photographs but larger graphics and more photos, limiting the amount of text on front pages, and stressing simpler writing styles and fewer human interest stories. (Five tables of data are included and 30 references are attached.) (Author/SR)

ED 349 548 CS 011 043

Feng, Jianhua
Whole Language Approach: Is It Really Better?
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Developmental Stages; Elementary Education; *Instructional Effectiveness; Literature Reviews; Models; *Reading Instruction; *Reading Research; *Whole Language Approach
IDENTIFIERS- Chall (Jeanne); Educational Issues

Dissatisfied with traditional approaches to beginning reading practices dominated by phonics, basal reading series, and workbooks, and more importantly, influenced by research and knowledge about how children learn to read, teachers/educators launched a grass-roots whole language movement in the early 1980s. However, the term "whole language" has become broadly defined and loosely used in the professional literature. Because of such diversity in definition and because of inconsistencies within educational literature relating to the concept of whole language, it is no surprise that the relative effectiveness of whole language is very inconclusive and often controversial. A review of the research on the effects of whole

Professional Concerns

The purpose of this study was to determine whether increased amounts of management training for newspaper editors correlated positively with higher levels of professional commitment. Subjects, 313 (of 500) newspaper editors working at 123 U.S. daily newspapers that were part of the Gannett, Knight-Ridder, or Scripps-Howard chains, responded to a questionnaire that dealt with amount of management training experience, level of commitment, and various demographics. Results indicated that: (1) the numbers of management training experiences correlated positively with professional commitment levels; and (2) management training and salary were the top predictors of professional commitment. (Three tables of data are included; 50 references are attached.) (RS)

ED 349 568 CS 213 525

Dickson, Tom; Olson, Lyle
Journalism Students' Perception of English Composition as a Preparation for News Writing.
PUB DATE- Aug 92
NOTE- 60p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College English; *Freshman Composition; Higher Education; *Journalism Education; *News Writing; Predictor Variables; *Relevance (Education); *Student Attitudes; Surveys
IDENTIFIERS- Journalism Research; South Dakota State University; Southwest Missouri State University; Writing Contexts

News writing students at two universities were surveyed concerning their perceptions of freshman composition and its usefulness for other academic writing, journalistic writing, and the work world. The survey was also designed to determine whether students believed freshman composition and journalism emphasized the same writing skills and whether variables other than freshman composition grade were better predictors of a students' success in introductory news writing. Subjects, 77 students who had just completed the first freshman composition course and the first journalism writing course at South Dakota State University and Southwest Missouri State University, responded to a 17-item survey concerning the two courses. Results indicated that: (1) journalism students perceived that freshman composition did not provide a good foundation for them in other courses and in the work world; (2) freshman composition and journalism emphasize different writing skills; and (3) English American College Testing (ACT) score, composite ACT score, and gender were better predictors of student's success in introductory journalism classes. Findings suggest that freshman composition was not seen as a good preparation for journalism students. (Eleven tables of data are included; 31 references are attached.) (RS)

ED 349 569 CS 213 526

Beaman, Ronda
Student-Centered Teaching and Creative Teaching Methods as They Relate to Enhancing Student Creativity in Advertising Copywriting.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at the Annual Meeting of the

DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Judges; Secondary Education; Speech Communication; Speech Instruction
IDENTIFIERS- American Debate Association; *Rules and Regulations

A rules-based approach to the problems of debate (such as that proposed by the American Debate Association) will fail to provide a solution to debate's ills and may only increase the problems. Debate's current problems have to do with debate performance, e.g., speaking rate, poor quality evidence, and irrational arguments. A solution to these problems is based on the following statements: (1) there is no consensus that such performances should be punished; (2) any enforcement must be applied with an equal hand; (3) the rules should not create more problems than they resolve; and (4) the solution lies in more honest, assertive feedback by judges. Any rule will be ineffective without consensus and without an enforcement mechanism. Rules are not a substitute for assertive judges. Although activities seeking quality performances in forensic activities are applaudable, establishing more rules is not the answer. (Nineteen references are attached.) (SR)

ED 349 588 CS 507 907

Johnson, Ralph H.; Dorman, William A.
Handling News Media: Johnson and Dorman's Bag of Tricks.
PUB DATE- 9 Aug 92
NOTE- 7p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (12th, Rhonert Park, CA, August 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; Higher Education; *Mass Media Effects; *Mass Media Role; Media Research; *News Media; *Social Influences
IDENTIFIERS- Frame Analysis Theory; *Media Literacy

What passes for considered judgment in public discourse today is often little more than "unearned opinion"--the received opinion offered by others who have the power to shape the news. So students must develop consistent intellectual standards for routinely evaluating the news media which so frequently provide the empirical stuff about which they reason. A general education course on Critical Thinking and the Mass Media is based on a theoretical framework which enables teachers and students to make coherent sense of the news. First, the course demonstrates the media's power of representation and makes the point that media "manufacture" meaning, rather than simply serving as a neutral conveyor belt for information. Frame analysis, or the way in which a news event is represented, is emphasized in the course via ongoing activities. A semester-long project, carried out in groups, and involving a focus on a single contemporary issue, makes frame analysis a daily concern and demands that students find information on social issues about which they may already have formed strong opinions, but not on the basis of independent inquiry. The structure of the media industry deserves attention early in the semester, so students can understand how news has increasingly become a commodity produced for profit. Simple content analyses of major news industry publications, or of alternative mass media (sometimes in periodicals of opposed viewpoints), also can prove valuable. By developing a theoretical model, teachers can teach a characteristic mode of inquiry to students, the aim of which is not simply critical awareness and understanding, but

EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Content Analysis; Editors; Females; Foreign Countries; *Journalism History; Language Usage; Libel and Slander; *Mass Media Role; Media Research; Newspapers
IDENTIFIERS- African Americans; Bylines; Historical Background; Journalism Research; Journalists; *Media Coverage; Panama; Sensationalism; USSR; Womens Suffrage

Section A of the Journalism History section of the proceedings contains the following 10 papers: "Mixed Messages in a Progressive Newspaper: The Milwaukee Journal and Woman Suffrage, 1911-1912" (Elizabeth Burt); "The Search for Unity: The Importance of the Black Press in the Emigration/Colonization Issues of the 1800s" (Bernell E. Tripp); "Melancholy Accidents and Deplorable News: Sensationalism and the South Carolina Gazette, 1732-1738" (David A. Copeland); "Murphy's Speech: The Language of Class and Power in Newspaper Coverage of an 1857 Prize Fight" (Dennis Gildea); "Philippa Duke Schuyler: African American Woman Journalist" (Barbara Diggs-Brown); "'But Who Got The Money?' Some Answers to the Panama Libel Question" (Robert L. Spellman); "African-American Photo Coverage in Four U.S. Newspapers, 1937-1990" (Paul Martin Lester); "Joseph E. Johnson: Archetypical Frontier Editor" (Jack A. Nelson); "The Invisible History of Bylines" (Paulette D. Kilmer); and "The Image of the Soviet Union in Three Elite Western Newspapers: 1960-1990" (William Gombash, III). (RS)

ED 349 609 CS 507 956

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part II: Journalism History, Section B.
PUB DATE- Aug 92
NOTE- 292p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- *Copyrights; European History; Foreign Countries; Japanese; *Journalism History; *Newspapers; Sex Fairness; Social Change
IDENTIFIERS- China; Foreign News; France; Hawaii; Historical Background; Idaho; Japan; Journalism Research; Religious News; Russia; Vigilantes

Section B of the Journalism History section of the proceedings contains the following nine papers: "Weep into Silence/Cries of Rage: Bitter Divisions in Hawaii's Japanese Press" (Tom Brislin); "Viewing the Newspaper as International: The First International Organization of Journalists Debates News Copyright 1894-1898" (Ulf Jonas Bjork); "The Commercial Roots of Foreign Correspondence: The 'New York Herald' and Foreign News, 1835-1839" (Ulf Jonas Bjork); "The Short Life of the National Courier: Christian Journalism's 'Finest Hour?'" (Ken Waters); "The Revolutionary Power of the Press: Newspapers as a Shadow Political Arena in 1848 in France and 1917 in Russia" (Lisa W. Holstein); "Broken Bridges: Protestant Missionary Journalists as Cultural Brokers in Early 19th Century China" (Charles W. Elliot); "The Treasonous Irish: Vigilantes, Conspiracies and the Mainstream Press, 1917-1918" (Mick Mulcrone); "Unequal Partners: Gender Relationships in Victorian

Evaluation (Groups)
IDENTIFIERS- *EURYDICE

This comparative analysis deals with the administration and evaluation structures for primary and secondary schools in the member states of the European Community. It addresses four major issues: (1) how to hand over large amounts of autonomy to schools without upsetting the unity of the national education system; (2) what role parents and others in the education community should have in managing schools and how to reconcile their intervention with the professional specifications of the teachers' work; (3) what administrative structures and management models will guarantee that schools are better run; and (4) how can external evaluation be reconciled with internal evaluation as the practice of self-analysis of the school. This comparative analysis represents a cross-section of situations and phenomena in the 12 European Community countries. The document is divided into three main parts. The first outlines the context. The second part, concerning the school administration, details such areas as structural characteristics, the school council, and councils for educational and pedagogic coordination and guidance. The third part comparatively analyzes school evaluation strategies of the countries in the Community. Conclusions are given. (Contains 30 references.) (RR)

ED 349 629 EA 024 174

Holmes, Dwight R., Ed.; Williams, C. Howard, Ed.
Developing Educational Information Systems and the Pursuit of Efficiency in Education: Eight Years of IEES Project Experience.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Jun 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Database Management Systems; Developing Nations; Educational Planning; *Efficiency; Elementary Secondary Education; *Evaluation Criteria; *Information Management; *Information Systems; Information Technology

Six papers on educational management systems and indicators development are presented in this document. Research was conducted under the Improving the Efficiency of Educational Systems (IEES) Project, which provided assistance in several countries, some of which include Indonesia, Botswana, Haiti, Guinea, and Nepal. The papers include: "Collaborative Design of Educational Indicator Systems in Developing Countries: An Interim Report on an IEES Project Initiative," by Peter A. Easton, Dwight R. Holmes, C. Howard Williams, and Joy duPlessis; "The Role of Educational Management Information Systems and Indicators in the Operationalization of the Concept of Educational Efficiency: Eight Years of IEES Project Experience," by Dwight R. Holmes; "Planning and Implementing an Educational Management Information System: The Case of Botswana," by Shirley A. Burchfield; "The Development of an Educational Information System: The Case of Nepal," by C. Howard Williams; "The Identification of Indicators of Efficiency and Quality to Inform Curriculum Development and Implementation Policy," by Kent L. Noel; and "The Impact of Sectoral Adjustment on the Design and Implementation of an Educational Management System: The Case of Guinea," by Joshua Muskin. (LMI) to parents, and describes the current and future demographic characteristics and needs of parents who send their children to private schools. Ways in which private schools can meet student needs--providing opportunities for responsibility and peer relationships--are discussed in the third chapter. The fourth chapter outlines decision-making arrangements between board trustees and the head and offers strategies for validating schools to parents and the faculty. Chapter 5 describes financial strategies for maximizing graduate quality and the quality of services while gradually raising tuition over 4 years. Budget-planning guidelines and criteria for evaluating productivity are also presented. Appendices contain 7 articles on board-trustee roles and school evaluation and a summary of the Research for School Management Project's study of 42 private schools. (Contains seven footnotes and nine references.) (LMI)

ED 349 650 EA 024 239

Young, Beth
Not "There" Yet: A Canadian Perspective on the Knowledge Base in Educational Administration.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Females; *Feminism; Foreign Countries; Literature Reviews; Politics of Education; *Research Needs; Research Problems; Sex Discrimination; *Women Administrators
IDENTIFIERS- *Canada

A feminist perspective on educational administration in Canada is provided in this paper, which reviews feminist critiques of educational administration research and offers a synthesis of contemporary Canadian feminist research. The main thesis is that the Canadian knowledge base has begun to incorporate the concepts of "Canadian" and "education"; however, Canadian women's experiences have rarely been considered. A conclusion is that gender continues to be a nonissue for many Canadian academics in educational administration. A feminist critique challenges the existing Canadian knowledge base by examining evolving gender roles and the implications of the intersection of gender with race, class, and age. The Canadian knowledge base has yet to understand and accept various ways of knowing and types of knowledge. Work toward reconceptualizing notions and reshaping organizations must continue. (Contains 70 references.) (LMI)

ED 349 651 EA 024 240

Finn, Chester E., Jr., Ed.; Rebarber, Theodor, Ed.
Education Reform in the '90s.
PUB DATE- 92
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Change; Elementary Secondary Education;

Characteristics that may predict attainment of the position include diligence, a need for change, and the capacity to turn hardships into challenges. Recommendations are made to provide organizational/professional support and to encourage the view of career as not contradictory to femininity. (Contains 38 references.) (LMI)

ED 349 672 EA 024 277

Public School Choice: An Option for Maryland? A Report from a Working Conference (Baltimore, Maryland, October 23, 1989).
PUB DATE- 23 Oct 89
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Decision Making; *Educational Change; Educational Quality; Educational Vouchers; Elementary Secondary Education; *Magnet Schools; Nontraditional Education; *Public Schools; Resource Allocation; School Based Management; *School Choice; School Desegregation; *School Effectiveness; School Restructuring
IDENTIFIERS- *Maryland

The keynote addresses introduced conference participants both to general perspectives on school choice and to a specific focus on Maryland issues, concerns, and problems. In the panel discussion, four educational administrators discussed particular aspects of choice plans in their own subdivisions in different states. In the six discussion groups, participants addressed particular areas of concern related to choice in Maryland: (1) integration (two groups) (2) student achievement and school performance; (3) allocation and distribution of resources; and (4) decision-making and governance powers (two groups). Finally, all speakers, panelists, and participants gathered for a summary session on "Options for Maryland." The document contains the text of two keynote addresses, summaries of the panel discussion, and lists of questions provided to panelists and discussion groups. Participants concluded that choice plans and magnet school programs are one viable means of improving the quality of education, and that parental commitment is vital. (Includes 16 references.) (MLF)

ED 349 673 EA 024 279

Eckl, Corina L.; And Others
State Budget and Tax Actions 1992. Preliminary Report.
PUB DATE- 22 Jul 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Educational Finance; Elementary Secondary Education; *Expenditures; *Financial Problems; Higher Education; *Income; *State Government

This report discusses state general fund budgets in fiscal year 1992, tax actions in 1992, and the budget outlook for FY 1993. State government's fiscal outlook is as clouded as the national economy's, and conspicuous improvement is not expected in FY 1993. Year-end balances are nearly nonexistent for most states and will not recover significantly in FY 1993. Also, legislators have avoided taxes far more successfully than in 1991; substantial budget cuts, a low rate of state expenditure growth, and major tax cuts in New Jersey and Pennsylvania held

IDENTIFIERS- Los Angeles Unified School District CA; Pepperdine University CA

Findings of a study that examined the effectiveness of a collaborative administrative training program are presented in this paper. The Academy Program, cosponsored by Pepperdine University and the Los Angeles Unified School District (LAUSD), was approved in 1974 as a joint district-university program for the preparation of future administrators. Surveys were mailed to: (1) an unspecified number of Academy graduates who had graduated within the past 5 years and currently held assistant principalships in the LAUSD; and (2) their principals, each of whom rated the effectiveness of one Academy graduate and one nongraduate assistant principal under their supervision. Fifteen completed sets of questionnaires, or 30 responses, were received. The principals, or supervisors, rated program graduates as more successful than their non-Academy counterparts. Supervisors identified program strengths as a strong theory-practice relationship, collaborative student interaction, and the quality of recruits. Recommendations are made to continue the program, increase the university-school district interaction, increase the use of experiential instruction, and recognize the value of cohort grouping. Two charts and six tables are included. The appendix contains a copy of the questionnaire. (LMI)

ED 349 693 EA 024 309

Louis, Karen Seashore; King, Jean A.
Professional Cultures and Reforming Schools: Does the Myth of Sisyphus Apply?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Innovation; *Educational Planning; Intermediate Grades; Junior High Schools; Middle Schools; *Organizational Change; *Organizational Development; *Participative Decision Making; Politics of Education; *School Restructuring; Teacher Participation
IDENTIFIERS- *Minnesota; *Myth of Sisyphus (Camus)

Findings of a study that explored problems in the development of two newly created metropolitan middle schools are presented in this paper. Based on a framework of organizational change, the main premise contends that as new organizations, schools are also inherently vulnerable to the generic problems that face all organizations undergoing change. Data were derived from interviews with teachers, administrators, parents, and community members. Despite the differences in the schools' organizational processes, they encountered similar difficulties in planning and in facing the "liabilities of newness." Problems included articulating and learning new roles, creating trust and an organizational culture, and overcoming environmental pressures. Suggestions are offered for improving the planning process, creating a nurturing environment for teachers, and managing environmental pressures. A conclusion is that the myth of Sisyphus--being doomed to an endless uphill challenge--does not apply to school reform. (Contains 27 references.) (LMI)

ED 349 694 EA 024 310

response rate of 78 percent for each school. Findings indicate a moderate level of teacher engagement in reform and generally positive attitudes toward changes in their schools and the potential for improvement. The level of teacher engagement varied considerably within schools. Teachers were more favorable toward reform in schools characterized by shared decision-making, strong leadership, teacher collegiality, and community support. A recommendation is made to provide a supportive teachers' work environment, especially in the areas of social and human relations, to facilitate their commitment to the goals of reform. Two figures and two tables are included. The appendix provides a glossary of variable terms used in the statistical analysis. (LMI)

ED 349 714 EC 301 374

Missouri Surrogate Parent Program. Procedural Manual. Revised.
PUB DATE- Sep 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; *Compliance (Legal); *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; *Legal Responsibility; Parents; Program Development; Program Implementation; Recruitment; Residential Schools; School Districts; State Legislation; State Programs; *State Standards
IDENTIFIERS- *Missouri; *Surrogate Parents

This manual presents Missouri state guidelines for its surrogate parent program, required by the Individuals with Disabilities Education Act (P.L. 94-142), and currently under development in Missouri. An introductory chapter reviews the program's current status, outlines the surrogate parent role, and notes special considerations for students between ages 18 and 21 and limits of surrogate parent liability. The second chapter looks at responsibilities of the Missouri Department of Elementary and Secondary Education (DSEA) and the state law on surrogate parents. The third chapter details the process of implementing a local surrogate parent program. It addresses: the role of the local education agency (LEA) surrogate parent program coordinator; identifying students who need surrogate parents; defining the terms "parent" and "acting as a parent"; eligibility of students residing in a private facility; LEA responsibility in student identification; and selection, recruitment, and training of surrogate parents. The fourth chapter gives guidelines for assigning surrogate parents to eligible children including appointment of a surrogate parent, steps in the assignment process, and surrogate parent termination. Among 11 appendices are commonly asked questions, a flow chart for surrogate procedures, charts of LEA and DSEA responsibilities and procedures; a statement of surrogate parent rights and responsibilities; the text of the Missouri statute; and four sample forms and letters. (DB)

ED 349 715 EC 301 439

Williams, Cheri L.; And Others
The Language and Literacy Worlds of Profoundly Deaf Preschool Children: Informing Developmental Theory.

youth decreased greatly after high school; total services were stable over the 4 years; each type of condition varied by number of youth served, age, and longitudinal trend; and state agencies displayed wide variability in the number of youths served and specialization by type of condition. (JDD)

ED 349 734 EC 301 479

Harnisch, Delwyn L.; And Others
Seven Behavioral Domains of Independent Living.
PUB DATE- 92
NOTE- 23p.; In: Harnisch, Delwyn L., And Others. Selected Readings in Transition; see EC 301 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; *Behavior Rating Scales; Community Services; *Definitions; *Disabilities; Employment; High Schools; *Independent Living; Leisure Time; Needs Assessment; Recreational Activities; Rural Education; *Rural Urban Differences; *Rural Youth; Self Care Skills; Social Integration; Transportation
IDENTIFIERS- High School and Beyond (NCES)

This study analyzes the components of a proposed definition of independent living, in order to derive scales to be used to differentiate between groups with specific disabilities and between those with and without disabilities. The study was designed to facilitate identification of those areas of special needs that can be best addressed within the education framework. Subjects were the 14,553 students drawn from the 1980 sophomore cohort of American high school students surveyed by the "High School and Beyond" national longitudinal survey, of whom 3,758 were identified as having a disability. The students were surveyed in the base year and the two subsequent biennial follow-ups. Items were selected from the three survey questionnaires and classified by expert judges into one of seven independent living domains (self-care and advocacy; accommodation and living arrangements; employment, education, and training; transportation and mobility; generic community services; recreation and leisure activities; and community interaction) or "other" or "not applicable" categories. Scales derived from factor analysis of the questionnaire items were used to assess several group differences. Results showed that youth with disabilities were below average on many aspects of life that they need to master to be able to lead productive and independent adult lives. Their aspirations for the future also were much lower. Rural youth lagged behind their city counterparts in a number of areas, such as computer skills, postsecondary education expectations, and participation in special education programs. Rural youth with disabilities scored above their city counterparts in family and affiliation areas. (Contains 11 references.) (JDD)

ED 349 735 EC 301 480

Silverman, Linda Kreger, Ed.
Understanding Our Gifted, Volume 4, Issues 1-6, September 1991-August 1992.
PUB DATE- Aug 92
NOTE- 121p.; For volume 3 issues, see ED 346 673.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; *Educational Technology; Elementary

Education; Federal Programs; Inservice Teacher Education; Instructional Development; Integrated Activities; Integrated Curriculum; Leadership; Microcomputers; Organizational Communication; *Program Administration; Program Effectiveness; Program Implementation; Research Methodology; *Special Education; Teaching Methods; *Technological Advancement

This paper reviews and synthesizes information on the administrative aspects of technology implementation in special education, based on the findings of eight federally funded projects sponsored by the Division of Innovation and Development of the Office of Special Education Programs. Three of the projects specifically focused on administrative aspects, while the remaining five projects studied implementation or integration of technology in general, including both administrative and instructional aspects. Characteristics of successful projects are categorized as follows: (1) providing administrative leadership; (2) promoting communication and collaboration; (3) providing personnel and technology resources; and (4) providing training and support for teachers. Successful research strategies are outlined. Summary descriptions of the individual projects are also provided. Projects included: Microcomputers in the Schools--Implementation in Special Education (SRA Technologies and Cosmos Corporation); National Assistance Project for Special Education Technology (The NETWORK, Inc.); Administrative Applications of Technology (American Speech-Language-Hearing Association); Studies of Special Education Administrative Involvement in Computer Implementation (Macro International); Technology Integration Project--Elementary Level (Johns Hopkins University); Evaluation of the Integration of Technology for Instructing Handicapped Children--Middle School Level (Education Development Center); Model for the Integration of Technology for Instructing Handicapped Students--High School Level (Macro International); and Making Administrative Decisions about Technology by Examining Promising Instructional Practices (Macro International). (JDD)

ED 349 753 EC 301 499

Hales, Rene M.; Carlson, Laurance B.
Issues and Trends in Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Computer Uses in Education; Curriculum; Delphi Technique; *Disabilities; Educational Policy; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Instructional Effectiveness; Mainstreaming; Outcomes of Education; Paraprofessional School Personnel; Parent Participation; Program Costs; *Special Education; Special Needs Students; Student Evaluation; Teacher Supply and Demand; Transitional Programs; *Trend Analysis

A total of 137 knowledgeable representatives in the field of special education (including federal, state, and local administrators; technical assistance providers; members of professional organizations; university professors; and selected private practitioners) used a modified Delphi process to respond to almost 200 statements concerning the future of special education. This report consists of a brief description

This guide for special education resource room teachers focuses on ways to balance the many conflicting demands of this role. The first chapter focuses on personal development with a "Personal Resourcing Questionnaire", guidelines for identifying goals and working systematically toward them, and suggestions for maintaining personal physical, psychological, and mental fitness. The second chapter gives guidance on being a resource to others in the resource teacher's various roles as salesperson/public relations person, communicator/collaborator, team member, liaison, disseminator, and time manager. The final section lists useful resources, including 34 toll-free telephone services, 11 parent organizations and resources, 7 sources of instructional resources, 25 professional journals, 31 publishing companies, and 31 national organizational resources. An appendix lists 14 references addressing the communicator/collaborator role. (DB)

ED 349 773   EC 301 519

Lehman, Constance
Job Designs: A Community Based Program for Students with Emotional and Behavioral Disorders.
PUB DATE- Jul 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Behavior Disorders; Community Programs; Education Work Relationship; *Emotional Disturbances; Employment Experience; *Job Placement; *Mental Disorders; Program Evaluation; Residential Programs; *Supported Employment; Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *Job Designs Project OR

The Job Designs Project, a 3-year federally funded project, provides students (ages 16-22) at an Oregon residential treatment center for youth with emotional and behavioral disorders with supported paid employment in the community. The project has provided job supported employment services to 36 students working in such positions as restaurant bus person, shop assistant, sales assistant, laborer, stock person, pet bather, tax librarian, janitor, and movie theater attendant. Successfully placed individuals had backgrounds including burglary, drug and alcohol abuse, sex abuse, and various mental disorders. It is reported that the 36 students had a total of 60 job placements of which 44 were considered successful. The role of the program's two vocational specialists is emphasized. Third party evaluation and employer surveys as well as evaluation of the long term adjustment of former participants strongly supported the program's approach. A resource list lists 11 references, 9 materials, and 12 recent publications by Teaching Research Staff. (DB)

ED 349 774   EC 301 520

Visual Impairments. ERIC Digest #E511.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Blindness; Child Development; Cognitive

NOTE- 22p.; In: Little, David, Ed. and O Meadhra, Bebhinn, Ed. Media Technologies and Language Learning. Proceedings of an IRAAL Seminar (Dublin, Ireland, November 25, 1989); see FL 020 272.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); *Computer Assisted Instruction; Foreign Countries; *Language Laboratories; Listening Skills; Reading Skills; *Second Language Learning; Teaching Methods; Writing Skills

There has been a growing interest in the use of the computer in language learning because of its capacity to offer interactive learning and to handle a much wider range of activities than other educational aids. Although the traditional view of computer-assisted language learning (CALL) implies the substitution of the computer for the teacher and wholly self-use of the machine, this paper emphasizes CALL's advantage of enhancing the teacher's ability to teach. Some practical ways to use the computer in developing vocabulary and grammar are discussed. Ways to use CALL in teaching the four primary skills--reading, writing, speaking, and listening--are also described. Advantages include immediate feedback and individualization. It is concluded that future developments in CALL must be rooted in research and that consideration must be given to the sort of learning environment that is desirable. A list of software (17 items) and its availability is appended. Contains 29 references. (LB)

ED 349 795 FL 020 342

Kage, Michael
Alte Marchen?--alter Hut. Neue Marchen!--neuer Hut? 3 Moderne Marchen bearbeitet als Horspiele, mit Aufgaben und Ubungen (Old Fairy Tales?--Old Hat. New Fairy Tales!--New Hat? Three Modern Fairy Tales Presented in a Radio Play, with Activities and Drills).
PUB DATE- Jul 91
NOTE- 75p.
LANGUAGE- German
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Fairy Tales; Foreign Countries; *German; *Radio; Second Language Instruction; Second Language Learning

Three German modern "fairy tales" are presented in a radio play format with exercises based on the tales. Detailed suggestions for the exercises and other class activities based on the manual are included. While serving as a comprehension exercise of the preceding text, the exercises and other activities recommended to accompany them depart from more conventional exercises in that the tasks encourage the student to actively interpret and recreate the text, such as with illustrations, or with personal opinion based on the text. (JC)

ED 349 796 FL 020 506

Rubin, Joan; Thompson, Irene
Materials Selection in Strategy Instruction for Russian Listening Comprehension.
PUB DATE- 92
NOTE- 12p.

assessments at national conferences and the numbers of articles appearing on performance assessment in recent educational journals, it is obvious that there is a growing interest in the subject among state departments of education and local school districts. The first part of the paper describes the Connecticut Assessment of Educational Progress (CAEP) program, which, between 1980-1987, used performance assessments to assess what students know and can do in art, music, business and office education, English language arts, science, foreign language, drafting, graphic arts, and small engines. Sample exercises and their scoring rubrics are presented and described. The second part describes the Connecticut Mastery Testing program, and the third describes the Connecticut Core of Learning Assessment Program in math and science. The fourth part of the paper summarizes and sets forth some of the prerequisites for the effective use of performance-based assessments to determine what students know and can do. The final section acknowledges some of the paradoxes inherent in using performance-based assessments with students of limited English proficiency. Two responses to the paper, one by Mary Jean Habermann, the other by Richard A. Figueroa, are appended. (VWL)

ED 349 817 FL 020 636

French, Russell L.
Portfolio Assessment and LEP Students.
PUB DATE- Aug 92
NOTE- 37p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Limited English Speaking; *Portfolios (Background Materials); Program Evaluation; Scoring; *Student Evaluation; Teacher Education
IDENTIFIERS- *Portfolio Approach

This paper focuses on the use of portfolio assessment in the evaluation of limited-English-proficient (LEP) students. Specific sections address the following: recent developments in performance assessment; observations regarding LEP students and assessment; student portfolios (what they are and how they can be used); what a portfolio should contain; uses of portfolios in student, teacher, and program assessment; portfolio design issues; and scoring and rating portfolios of LEP students. Responses to the paper by Alice J. Kawakami and Daniel Koretz are appended. (VWL)

ED 349 818 FL 020 637

Popkewitz, Thomas S.
A Political/Sociological Critique of Teacher Education Reforms: Evaluation of the Relation of Power and Knowledge.
PUB DATE- Aug 92
NOTE- 29p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Hagen, Stephen
Vocational Modern Language Qualifications: A Quick Reference Guide.
PUB DATE- Apr 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; Elementary Secondary Education; *Employment Qualifications; Foreign Countries; *Job Skills; Language Proficiency; *Language Tests; *Modern Languages; *Second Languages; *Standardized Tests
IDENTIFIERS- Europe; *United Kingdom

The guide provides information on 28 public foreign language examinations offered by 14 organizations in the United Kingdom. The information is intended for use in selecting examinations for certifying language skills for employment purposes. Each listing notes the language exams offered, the aims of the test, levels of difficulty, intended age range, available options for assessment of specialized language, the exam's vocational element, special exam features, evaluation method and scoring, registration details, fees, and links with other European countries. An introductory section explains the guide's organization, examination board affiliations, broad categories of examinations (pre-16, post-16, business, and professional), and additional general information about examination systems and features. The exam listings which follow are organized according to the agencies offering them. Appended materials include names and addresses of the examining boards and statistical tables on passing rates for each exam. (MSE)

ED 349 839 FL 020 663

Wink, Joan; Garcia, Herman S.
The Emergence of the Framework for Intervention in Bilingual Education.
PUB DATE- 22 Apr 92
NOTE- 21p.; Summary of a Ph.D. Dissertation, Texas A&M University. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Advisory Committees; *Bilingual Education; *Cooperative Learning; Cultural Pluralism; Educational Environment; Educational History; English (Second Language); Ethnography; Grade 1; Holistic Approach; *Immigrants; Instructional Effectiveness; Kindergarten; Language Role; *Parent Participation; Primary Education; Research Methodology; School Role; Second Language Instruction; Staff Development; *Teacher Education

This paper summarizes an ethnographic study of three kindergarten and three first grade bilingual classrooms which investigated the impact on the school community of two conditions: (1) when teachers and staff were trained in cooperative methods for teaching and learning a second language; and (2) when the school initiated and implemented a parent advisory committee for the bilingual education program. Informants were parents, students, teachers, and all staff coming into contact with the children in the six classrooms. Formal staff development and

Materials

This guide provides information and suggestions for development of a guide to local resources. Part I discusses why the community should be involved in career development, benefits of a community resource guide, what community resources can provide, and use of the guide. Part II focuses on development of the resource guide. It covers who should be responsible, determination of areas of need, investigation of available local help, and preparation of a form for collecting information on resources. Selection of a procedure for obtaining information, the population to be contacted, and choice of method of evaluation of resources are also addressed. Sample forms are provided. Part III offers the following ideas for using community resources: tips for field trips and use of resource persons; suggested information for classroom guests; guidelines for resource speakers; field trip guidelines and examples of forms; suggested class activities, such as games and display activities; special types of career days; and suggested student assignments. Three unit outlines are provided that illustrate use of community resources in infusing career education into existing curriculum areas. Part IV contains an example and completed form for recording information from questionnaires. (YLB)

ED 349 377   CE 060 169

Lonas, Barbara

Guidelines for Organizing a Vocational Fair.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.

PUB DATE- 90

NOTE- 28p.; For related documents, see ED 330 920 and CE 060 165-168. A product of the Comprehensive Career Development Project for Secondary Schools in Tennessee.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Development; *Career Education; Career Exploration; Career Guidance; *Course Selection (Students); Display Aids; Enrollment Influences; *Exhibits; Guidelines; *Orientation; Secondary Education; Student Educational Objectives; Student Interests; *Vocational Education; Vocational Interests

This guide presents a description of a vocational fair and suggestions for organizing and operating it with students. Schedules, materials used, and organizational strategies are included. Part I provides the rationale for and benefits of a vocational fair. Part II focuses on organizing the fair. It covers organizing a plan (grade level of students, dates, transportation of students from other schools) and making vocational staff aware of the fair's significance. A timeline is provided. Part III addresses developing the program, including designing fair layout, designing displays, determining information to be conveyed, scheduling students, and providing a culminating activity. Part IV discusses supplementary activities: orientation, open house, best display contest, and publicity. Part V suggests two evaluations--immediate responses from teachers and students and survey of students enrolled in vocational courses during the next school year to determine influences. Appendixes include a vocational orientation plan, guidelines for vocational displays, sample vocational course selection forms, vocational survey, and

(Second Language)

Bilingual vocational education (BVE) offers a way to improve both the job and English skills of workers with limited English proficiency (LEP). Initially using both the native language and English to provide job training makes instruction immediately comprehensible to the students. Gradually, the use of the native language decreases while English use increases. The two components of BVE are job and language skill development; however, they are not enough to prepare persons with LEP for the changing workplace. Employability, communication, and cultural awareness skills are also needed. BVE programs are similar to workplace literacy programs in the emphasis on functional context. In BVE, this means emphasizing the grammatical structures, vocabulary, and appropriate expressions of the specific job situation, reinforcing skills through practice in real-world settings. The annotated resource list contained in this information alert includes 18 print resources and 5 resource 18 references and 5 resource organizations. (NLA)

ED 349 397 CE 061 859

Kerka, Sandra; Bonner, Patricia
Consumer Education for the Elementary School. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Consumer Economics; *Consumer Education; Decision Making Skills; Elementary Education; *Elementary School Curriculum; *Money Management; *Problem Solving; Thinking Skills

This resource list cites nationwide tests indicating that many teenagers and adults have not been well prepared to function as marketplace consumers. It notes that a survey of chief state school administrators (1990) found unanimous support among respondents for consumer education as a top or middle priority in educational revitalization. The resources listed here illustrate how children at the elementary school level can acquire consumer concepts and develop daily living skills including decision making, problem solving, and critical thinking skills. This annotated list provides a sampling of how consumer education is being incorporated into the elementary school program and notes sources of organizational support for establishing or expanding such a program. The list includes 19 print resources and 3 resource organizations. (NLA)

ED 349 398 CE 061 860

Gloeckner, Gene W.; Love, Cathleen T.
Integrating Basic Skills into Vocational Teacher Education Curricula: Book 1--The Initial Steps.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 110p.; For books 2-5, see CE 061 861-864.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Curriculum

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Day Care; Comparative Analysis; Day Care; Demography; *Employee Assistance Programs; *Employer Attitudes; Employer Employee Relationship; Employment Practices; *Family Programs; *Federal Government; Flexible Working Hours; *Fringe Benefits; Government Employees; Job Satisfaction; Labor Force; Older Adults; Part Time Employment; Personnel Policy; *Private Sector
IDENTIFIERS- *Family Work Relationship

The tremendous growth in the number of women in the labor force has dramatically changed the world of work. Traditional human resources policies were not designed for this new workforce. Federal regulations prohibit federal workers from using any of their sick leave to care for a child or a parent. To learn about nonfederal work/family efforts, the General Accounting Office interviewed human resources officials in 16 nonfederal organizations with a number of "family-friendly" programs in place. It investigated federal experiences in the work/family area and identified barriers that deter adoption or expansion of federal work/family programs. The leading nonfederal organizations offered their employees a variety of work/family programs: flexible work arrangements, leave policies, child care and elder care programs, and other programs (work/family counseling and financial support for adoptions). Different factors, such as employee input or recruitment and retention goals, led the nonfederal organizations to adopt work/family programs. They strongly recommended assessing employee needs and community resources before adopting these programs and offered advice on doing the assessments. Implementation strategies included effectively communicating the programs within and outside the organization and recognizing concerns about equal treatment of employees. The federal government offered many of the same work/family programs but generally did not use them as extensively as it could have. Statutory and cost barriers were identified. The study recommended that work/family-related programs be approached strategically. (Appendixes include the objectives and methodology, a 71-item bibliography, a list of 16 related products, and an index.) (YLB)

ED 349 415 CE 061 885

Outreach and Technical Assistance Network. Two Year Evaluation Report. December 1, 1989 - November 30, 1991.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Dec 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Programs; *Archives; Electronic Mail; Information Dissemination; Information Networks; Online Systems; Program Effectiveness; Program Evaluation; *Resource Centers; *Staff Development; *Technical Assistance; Technology; *Telecommunications
IDENTIFIERS- *California

The staff development component of the Outreach and Technical Assistance Network (OTAN) began the second year of operation with all 11 resource centers active. Constant emphasis and assistance was given to providing staff development through the centers. English as a Second Language (ESL) Institutes for Experienced Teachers were scheduled on a rotating basis; ESL Institutes for New Teachers were scheduled only in outreach

DESCRIPTORS- Agency Cooperation; Continuing Education; Educational Cooperation; Educational Policy; *Employer Attitudes; Foreign Countries; *Government Role; *International Cooperation; International Relations; Job Skills; Job Training; *Labor Force Development; Postsecondary Education; Secondary Education; Unions; *Vocational Education
IDENTIFIERS- *European Community; *Social Partners (European Community)

This serial issue is devoted to clarifying the attitudes of the various parties or "social partners" to vocational training in the Member States of the European Community. Following an editorial introducing the topic are these articles: "The Community Social Dialogue" (Roland Tavitian); "From the Market Jungle to the Social Dialogue: Vocational Training and the Community" (Francoise Theunissen); "Role of the Social Partners in Training from the UNICE Employers Confederation of Europe Point of View" (Andrew Moore); "Europe after Maastricht" (Ernst Piehl); "Continuing Training for the Employed: A Europe of Diversity" (Peter Auer); "Forward Management of Employment and Vocational Training" (Louis Mallet); "Local System-Building and Policy at National and European Level" (Peer Hull Kristensen); "Some Key Developments in the Role of the Vocational Training Partners in France" (Jean-Francoise Germe); "Coordination of a Number of Agencies for Vocational Training in Emilia Romagna" (Vittorio Capecchi); "Employers, Unions, and Consultative Forums in Dutch Vocational Education" (Jeroen Onstenk); "Participation of the Social Partners in Education Policy: Decision-Making Relating to Training Colleges in Portugal" (Margarida Marques); "Flexible Coordination: The Future of the Dual System from a Labour Market Policy Angle" (Guenther Schmid); "The Role of Government and the Two Sides of Industry in Vocational Training" (Ingeborg Weegmann); and "Shortages of Qualified Labour in Britain: A Problem of Training or Skill Utilisation?" (Alice Lam, David Marsden). Thirteen pages of annotated print information sources are provided. (YLB)

ED 349 434   CE 061 937

Marschall, Daniel, Ed.
High Performance Work and Learning Systems: Crafting a Worker-Centered Approach. Proceedings of a Conference (Washington, D.C., September 1991).
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Mar 92
NOTE- 90p.; For a related document, see CE 061 938.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Apprenticeships; *Change Strategies; Consumer Economics; Economic Factors; Educational Change; Free Enterprise System; Incentives; *Job Performance; *Job Skills; *Labor Force Development; Labor Relations; Lifelong Learning; Management Development; *Productivity; Skill Development; Social Influences; Technological Advancement; *Unions

A consensus that unions must develop coherent and comprehensive policies on new work systems and continuous learning in order to guide local activities, was the central theme of this conference on the interrelated issues of the high performance work organization. These proceedings include the following presentations: "Labor's Stake in High Performance Work Organization" (Kistler, McMillan); "Key Elements of High Performance Work and Learning Systems" (Marshall); "Remarks on AFL-CIO Policy Priorities and Introduction of Luncheon Speaker"

Attitudes; Employer Employee Relationship; Employment Level; *Employment Practices; Employment Qualifications; *Females; *Law Enforcement; Nontraditional Occupations; *Police; *Police Community Relationship; Police Education; Promotion (Occupational)

A review of 44 studies and references on women in police work showed that for a long time women who had gained access to employment in law enforcement did so only in a very limited sense. It was not until the 1960s that women began to be assimilated fully into the ranks of patrol officers for the first time. With the passage of Title VII of the Civil Rights Act in 1964 and the amended version in 1972, which included federal, state, and local governments, women finally gained access to jobs in the criminal justice system on equal ground with men. Many of the institutional barriers such as physical strength tests which had prevented women from gaining entrance into law enforcement were eliminated in the 1970s. The slow progression of women's integration into law enforcement may be explained by the fact that administrators have been slow to adapt to structural changes in how law enforcement interacts with society in general. The entrenched belief that superior physical strength is necessary for police work has been discredited in numerous recent studies, as modern law enforcement has become community and human-service oriented. This orientation is highly congruent with female law enforcement officers' policing style, which stresses conflict resolution. Implementation of community-based law enforcement policies should provide police agencies with an opportunity to make wider use of the capabilities of women officers. (KC)

ED 349 454   CE 061 966

Paseluikho, Michele; Magnusson, Kris
The Youth Career Centre of Calgary: A Rationale for the Development of a Community-Based Centre for Meeting the Career Development Needs of Youth.
PUB DATE- Jan 92
NOTE- 20p.; Paper presented at the National Consultation on Vocational Counseling (18th, Ottawa, Ontario, Canada, January 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Planning; *Community Centers; *Community Programs; Community Services; Foreign Countries; High Schools; Needs Assessment; Program Development; Unemployment; Youth Employment; Youth Problems; *Youth Programs
IDENTIFIERS- *Alberta (Calgary)

A Youth Career Centre in South Alberta has been proposed to fulfill the career development needs of youth. The center should be based on the tenets of career development theory that suggest that five basic processes are necessary to facilitate the career development of youth: initiation, exploration, decision making, preparation, and implementation. Results of a survey of community services for the career development of youth in Calgary showed no single service providing assistance in all basic career planning processes. The following gaps in the service network have been identified: lack of interagency collaboration; need for collaboration between business, schools, and agencies; need for services with mandates to help youth in specific age parameters; lack of consistency in program delivery; service delivery hindered by inadequate funding; service deliverers and educators overwhelmed by the students that guided decisions about course offerings and were the basis for student placement policies. Assumptions were also related, in large part, to students' race and family socioeconomic status. Background characteristics influenced decisions about individual student placement. Transcript analyses showed low-income and disadvantaged minority students took more vocational courses, particularly more occupationally oriented courses. Heavy vocational education participation was largely reserved for the least academically able students. Achievement was highly related to academic course participation, but students' race/ethnicity was often important to participation. Findings showed a lack of attention paid to vocational education and a strong need for integrated academic and vocational curricula. (Appendixes include additional student characteristics, vocational course categories, supplementary tables, methods and results from logistic analyses, and 36 references.) (YLB)

ED 349 470 CE 062 053

Strickland, Deborah C.; And Others
U.S. Enrollment Patterns in Secondary Vocational Education: A Status Report (1983-1990).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Policy; Educational Research; *Enrollment Influences; Enrollment Projections; *Enrollment Trends; High Schools; National Surveys; *State Government; State Surveys; *Vocational Education

Longitudinal enrollment data and policy information collected via three surveys between 1988 and 1990 of all states were used to profile the status of secondary school student participation in vocational programs in the United States. Participation was examined through analysis of high school and vocational enrollment trends between 1982-83 and 1989-90. These trends were then compared to changes in the states' educational policy to reveal any potential relationships between trends and policy. Data were analyzed for two primary groupings of states: those with increasing vocational enrollments (19 states) and those with decreasing enrollments (31 states). Fourteen states in the first group showed declines in overall high school enrollments. Clearly three-fourths of the second group showed much steeper declines in vocational education. An examination of policy implementation and programmatic reforms suggested that states evidencing stable or increased vocational enrollments were characterized by proactive attempts to reform or restructure vocational education. (The 25-page report is followed by extensive appendixes, including the state survey instrument and state by state enrollment data tables. These tables show high school and total vocational enrollments as well as vocational program teaching area enrollments. Appropriate percentage of change statistics are also provided.) (YLB)

ED 349 471 CE 062 054

Finch, Curtis R.; And Others

plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

ED 349 489   CG 024 496

Smiley, Nina Feldman
Response by High Risk Groups to HIV/AIDS Educational Outreach: A Focus Group Report.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Information Dissemination; Mass Media; *Publicity

Twelve focus groups were conducted to determine how various at-risk groups would respond to Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) educational outreach approaches presented via print (posters and comic book), television, and radio media. Knowledge, attitudes, and practices regarding HIV and AIDS were also investigated. Members of the Ulster County New York AIDS Consortium were trained as focus group facilitators and moderators to conduct these sessions. While there were certain outreach aspects that achieved consensus, these were all technical in nature. On all other points, preferences, judgments, personal history, gender, and other sensitivities shaped reactions, demonstrating the difficulty of creating a single approach that would effectively reach all audiences. (The report describes what each of the 12 focus groups favored and what they disliked. Reactions to these outreach efforts emphasize the need to do early message testing in developing educational materials. It is clear that a number of aspects that writers/designers of these materials assumed would work were generally not successful. Equally important is the fact that certain aspects worked well for some audiences but not for others. The depth of fine tuning possible after focus groups like these is unlikely to be achieved with any other methodology. An AIDS topic guide for facilitators and recorders is included.) (ABL)

ED 349 490   CG 024 497

Daniels, Judy
A Developmentally Based Counseling Intervention Model for Managing Career Transitions.
PUB DATE- Sep 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counseling Services; *Counselor Role; *Employee Assistance Programs; Models; Transitional Programs

The counselor's role as an organizational change agent can be a catalytic force aimed at helping to create workplace wellness regarding characteristics of their programs, personal problems of students, and attitudes towards a policy requiring personal counseling. Minimal support was found for the notion that personal counseling should be a programmatic requirement for graduate students. Only 34% of the chairpersons supported the recommendation that problem students should be required to obtain professional counseling as a part of a remedial plan to enable them to continue in the program. (ABL)

ED 349 509 CG 024 518

Gonzalez, Fernando; And Others
Drug Involvement among Alcoholic Men: Relationships to Psychopathology and Adaptation.
SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Aug 92
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Alcoholism; Driving While Intoxicated; *Drug Abuse; *Males; *Psychopathology; Socioeconomic Status

Though significant evidence suggests that drug-using alcoholics (DUA) are more damaged psychologically, socially, and medically than non-drug-using alcoholics (NDUA), current research on adults offers no clear explanation for the differences. This study examined the psychological and demographic differences between (other) drug-using and non-drug-using alcoholics in a systematically drawn, population-based nonclinical sample of males (N=193) who were convicted of driving while impaired or driving while under the influence. Respondents varied in extent of their drug use and were categorized into one of five groups ranging from drug abusing/dependent alcoholics to controls who used neither alcohol nor other drugs at clinical levels. Higher levels of drug involvement were associated with higher rates of antisocial behavior and alcohol-related problems, and were inversely related to level of mental health, adaptive functioning, socioeconomic status, and education. These results indicate that alcohol and drug use are related to patterns of adaptation among a variety of non-drug specific domains, including extent of psychopathology, and demographic indices of adaptation. Overall, there was a downward trends in the level of education and socioeconomic status as the level of substance abuse increased. These findings are consistent with a theoretical view which posits that increasing drug involvement is part of a larger syndrome of social failure and psychological distress that does not appear to be drug specific in nature. (Author/ABL)

ED 349 510 CG 024 519

Schlitt, John J.
Expenditures and Investments: Adolescent Pregnancy in the South.
PUB DATE- Sep 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)

end of the 1988-89 school year, and a second, which focuses on the full year cohort of over 2100 students (grade 7 to Level III) who dropped out of school between Easter 1987 and Easter 1988. This part of the study focuses on Level III students who are typically nearing the end of their final year in high school. This initial survey of Level III students (N=7390) in Newfoundland and Labrador was conducted in the spring of 1989. The data revealed that typical Level III students had been born in Newfoundland, had lived in their local communities for over 10 years, and had attended schools in their home areas. Most felt they were doing well in high school and were confident that they would graduate that year with reasonably good marks. The majority were planning some sort of postsecondary education or training. The vocational aspirations of these students seemed to follow national labor market trends toward service industries. Even though most Level III students planned to attend postsecondary institutions, many were planning on deferring. (ABL)

ED 349 529 CG 024 539

Sharpe, Dennis B.; Spain, William H.
Youth Transition into the Labour Market. Six Months after High School: Class of '89 Follow-Up Survey One.
SPONS. AGENCY- Canada/Newfoundland Youth Employment Strategies Program.; Newfoundland and Labrador Dept. of Education.
PUB DATE- Dec 91
NOTE- 89p.; For related documents, see CG 024 537-540.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Career Planning; Foreign Countries; Graduate Surveys; *High School Graduates; High Schools; Longitudinal Studies; Occupational Aspiration; Student Characteristics
IDENTIFIERS- Labrador; *Newfoundland; Transitional Activities; *Transition Time

This developmental study focused on the process of youth as they make the difficult transition into the labor market of Newfoundland and Labrador. The project consists of two parallel yet interrelated studies, one focusing on the full cohort of over 9000 Level III high school students at the end of the 1988-89 school year, and a second, which focuses on the full year cohort of over 2100 students (grade 7 to Level III) who dropped out of school between Easter 1987 and Easter 1988. The first follow-up contact with the Level III group was made in the late fall of 1989 through a brief telephone interview. Most had completed high school 6 months earlier and had become established in some kind of work or further education. Information was obtained from 92% of the originally surveyed group of 7390 students. Since leaving school very few respondents had married or had assumed responsibilities as the head of a household. During the summer immediately following high school an unexpectedly large number (over 80%) of those surveyed had worked at some kind of job. There was almost no involvement in educational programs during the summer, including the completion of high school diploma requirements by those who did not graduate in the spring. Most respondents who had definitely planned to further their education or to return to high school for another year realized those plans. (ABL)

ED 349 530 CG 024 540

Spain, William H.; And Others

language on beginning reading achievement indicates that no consistent conclusion can be drawn regarding its effectiveness. Jeanne Chall proposed that an understanding of how reading develops should help teachers/educators understand the highly controversial issues of what to teach, when, and by what methods. Chall's stage model of reading development may contribute to a better understanding of how reading is acquired and how the total environment, as well as the school environment, may be optimized for pupils at the different stages. (Thirty-six references are attached.) (RS)

ED 349 549 CS 011 049

Fraas, John W.; Frick, Cynthia
Can the Kindergarten Diagnostic Instrument Be Used To Identify Children Who Will Qualify for a Reading Intervention Program?
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Kindergarten; *Kindergarten Children; Models; Predictive Measurement; *Predictive Validity; Primary Education; *Reading Diagnosis; Reading Difficulties; Reading Research; *Reading Tests; Regression (Statistics); *Test Validity
IDENTIFIERS- *Kindergarten Diagnostic Instrument; Lexington Local School District OH

This study was designed to determine whether the scores obtained from the Kindergarten Diagnostic Instrument (KDI) Test given to children prior to their enrollment in kindergarten would allow educators to identify those children who would eventually qualify for a first grade reading intervention program. A total of 346 children were randomly divided into 2 groups, and the test scores for each group were analyzed with logistic regression models. The results for each group were cross-validated by determining the model's ability to correctly classify the children in the other group. The logistic regression analyses indicated that when the KDI Test scores were used as predictor variables, the models were not able to meet the statistical and practical criteria set in the study. Both models classified too many students as qualifying for the reading intervention who in fact did not qualify. (Six tables of data are included and 25 references are attached.) (Author/SR)

ED 349 550 CS 011 067

DelFattore, Joan
What Johnny Shouldn't Read: Textbook Censorship in America.
PUB DATE- 92
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Case Studies; *Censorship; *Court Litigation; Elementary Secondary Education; Legal Problems; Parent Participation; Parent School Relationship; Parent Student Relationship; *Public Schools; *Reading Materials; Religious Factors; *Textbook Content; Textbook Publication
IDENTIFIERS- California; Educational Issues; *Pressure Groups; *Religious Fundamentalism; State Level Textbook Adoption; Texas

This book discusses ways in which special-interest groups

Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Creativity; Higher Education; *Student Centered Curriculum; *Teacher Student Relationship; *Teaching Methods; Writing for Publication
IDENTIFIERS- *Advertising Copywriting; Advertising Education

The issue of whether teaching methods can influence creativity in the advertising copy writing classroom can best be examined by breaking it into three areas of knowledge access (perceptual, action, and conceptual). One of the perceptions of creativity is that creativity ceases to develop once a student is of college age, and that college itself serves as an obstacle to creativity. An appropriate action is to shift to student-centered teaching, based on principles of psychotherapy and the educational assumptions of Rogerian counseling. The first step in the process may be the deletion of copywriting syllabi. In a copywriting course at a mid-size southwestern university, using the student-centered type of syllabus construction, 46 of 47 students had only positive feedback about the approach. The class picked readings germane to the current topic, invited speakers, and wrote their own versions of assignments, rather than relying on one text. Another action important to the stimulation of creativity is inquiry and curiosity. Each class should contain more interrogatives than declaratives. Conceptually, these practices make sense, but do they work? Determining which of differing teaching methods is more effective is not a simple problem. It is imperative that instructors become researchers in their own classrooms. These suggestions will increase student creativity only inasmuch as the instructor using them enhances and encompasses the passion and pride involved in teaching creativity. (RS)

ED 349 570   CS 213 527

Lain, Laurence B.
A National Study of High School Newspaper Programs: Environmental and Adviser Characteristics, Funding and Pressures on Free Expression.
PUB DATE- Aug 92
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Censorship; *Financial Support; *Freedom of Speech; *High Schools; Journalism; National Surveys; *School Newspapers; *Student Publications
IDENTIFIERS- *Advisor Role; Journalism Research; *Scholastic Journalism

A study examined school, publication, and adviser characteristics most often associated with certain types of autonomy found in high school newspaper programs. From a compilation of all high schools in the United States, 434 schools were selected at random. Each school was sent a coded questionnaire concerning the school, the newspaper (if the school had one), who approved critical autonomy. (HB)

ED 349 589 CS 507 910

Jacobs, Randy; McCain, Thomas
College Students and AIDS: AIDS Communication and Involvement Effects on Sexual Behavior.
PUB DATE- May 92
NOTE- 37p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Change; Change Strategies; *College Students; Communication Research; Higher Education; *Interpersonal Communication; Interpersonal Relationship; *Sexuality
IDENTIFIERS- *Communication Behavior; Health Communication; Message Responses

The purpose of this study was to describe college students' AIDS communication and explore the relationships between AIDS communication, involvement, and sexual behavior. A non-random sample of 334 college students was surveyed. AIDS message discrimination and multiple indicators of involvement were tested for associations with sexual behavior change. The cognitive, behavioral and communication involvement dimensions were moderately correlated with sexual behavior in both single and multiple sex partner subsamples. Affective involvement did not emerge as a significant predictor of sexual behavior change. Prevalence message discrimination was also moderately associated with sexual behavior change in the single sex partner group; personal consequences message discrimination was correlated with sexual behavior change in the multiple partner group. The findings generally support the elaboration likelihood model and suggest that achieving heightened issue involvement through AIDS communication is an important intermediate step toward modifying sexual behavior. (Four tables of data are included; 36 references are attached.) (Author)

ED 349 590 CS 507 912

Mathieu, Rene; MacDonald, Monique
Art dramatique: Secondaire premier cycle. Guide d'enseignement (Dramatic Art: First Secondary Cycle. Teaching Guide).
PUB DATE- 92
NOTE- 228p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Curriculum Guides; Foreign Countries; Junior High Schools; Lesson Plans; *Program Development; Safety; *Student Evaluation; *Theater Arts
IDENTIFIERS- Alberta; *Drama in Education

Intended to aid teachers in charge of implementing drama programs, this guide (in French) is to be employed in conjunction with the "1989 Junior High Drama Program of Studies" (Alberta, Canada). The guide's sections are as follows: (1) Introduction; (2) L'Adolescent; (3) Securite (discussing both emotional and physical safety); (4) Contenu (contents); (5) Planification du programme (program planning);

Radical Journalism" (David R. Spencer); and "The Newspaper as Social Composer of the North Idaho Mining Frontier" (David J. Vergobbi). (RS)

ED 349 610 CS 507 957

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part III: Media History.
PUB DATE- Aug 92
NOTE- 301p.; Some illustrations may not reproduce clearly; a few pages (particularly in the second paper) have marks which may affect legibility. For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- *Broadcast Industry; Censorship; Communications Satellites; Content Analysis; Emergency Programs; Females; Foreign Countries; *Global Approach; Homicide; Periodicals; Photography; *Programing (Broadcast); Propaganda; World War II
IDENTIFIERS- Birth of a Nation; Canada; Journalists; *Media History; Political Cartoons; Womens Organizations

The Media History section of the proceedings contains the following nine papers: "'This Is a Test': The Evolution of the Emergency Broadcast System" (Larry G. Burkum); "Radio Homemaker Programming: Old Time Radio's Ingredient for Attracting Women Listeners" (J. Steven Smethers and Lee Jolliffe); "Her Amplified Voice: Gender, War Propaganda and Canadian Motherhood, 1939-1943" (Barbara M. Freeman); "The Attempt to Censor Racist Speech: The NAACP's Protests against 'The Birth of a Nation,' 1915-1916" (Hosoon Chang); "A Look at Factors Leading to the Murder of a Broadcast Journalist" (Mary K. Sparks); "Timothy H. O'Sullivan: His Role in the Great Surveys of the American West" (John Anderson); "Fact or Fiction? The Mystery of Magazine Content Quality in 1905" (Louise Williams Hermanson); "Global Television and Global Community: The Utopian Rhetoric of Satellite Communications Policy, 1961-63" (Michael Curtin); and "Get Thee to the Kitchen! The First Wave of the Women's Movement in the 19th Century Political Cartoons of 'Puck,' 'Punchinello,' and 'Harper's Weekly'" (Elizabeth Fakazis). (RS)

ED 349 611 CS 507 958

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part IV: Media and Law, Section A.
PUB DATE- Aug 92
NOTE- 259p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045. Some papers contain filled and/or light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Content Analysis; *Court Litigation; Federal Courts; Foreign Countries; *Freedom of Speech; Legal Problems; Libel and Slander; *Mass Media; *Mass Media Role; Media Research; News Reporting; Press Opinion; Racial Discrimination; Taxes
IDENTIFIERS- Cross Burning; First Amendment; Illinois; Media Coverage; Open Meetings; Rap Music

ED 349 630 EA 024 183

Powney, Janet; Weiner, Gaby
'Outside of the Norm': Equity and Management in Educational Institutions. Final Full Report.
SPONS. AGENCY- Commission des Communautes Europeennes (Luxembourg).
PUB DATE- Oct 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Career Development; Elementary Secondary Education; *Equal Opportunities (Jobs); Foreign Countries; *Leadership Styles; Minority Groups; Occupational Mobility; *Promotion (Occupational); Racial Bias; Racial Discrimination; Sex Bias; Sex Discrimination; *Women Administrators
IDENTIFIERS- *United Kingdom

Findings of a study that explored the experiences of women and black and/or ethnic minority men in United Kingdom educational institutions are presented in this paper, with a focus on the strategies, and personal and institutional obstacles, experienced by those groups as well as the management strategies that enhanced their administrative advancement. In-depth interviews were conducted with 38 senior managers, principals, headteachers, and academics from England and Scotland. Eight respondents were black men, 10 were black women, and 20 were white women. Other data were derived from consultations with other educators and representatives from commerce and industry. Overall, respondents used a democratic, or "flat," management style, though differences existed among subgroups. A continuum of institutional adoption of equal opportunity practices was identified, which indicated that smaller, lower-status educational institutions made greater progress. Nonwhite staff were significantly underrepresented in most institutions, and activism played an important role in minorities' career trajectories. A conclusion is that racism and sexism appear to be as endemic in education as elsewhere; however, discriminatory practices have become insidious rather than explicit. Appendices contain information on methodology, institutional practices, and advice to aspiring managers. (Contains 24 references.) (LMI)

ED 349 631 EA 024 184

Betwixt & Between: Middle Grades School State Policy.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Agency Cooperation; *Educational Development; Intermediate Grades; Junior High Schools; *Middle Schools; *School Administration; *School Organization; *School Restructuring; State Surveys
IDENTIFIERS- *Indiana; Middle School Students

This report is a study of present practices and task force recommendations for restructuring education for middle-level learners in the State of Indiana. In spring 1989, a survey was distributed to 445 schools statewide that house students of grades 5-9. The responses from the 243 returns indicate that middle-school theory has not been fully implemented by Indiana

*Excellence in Education; Parent Participation; Parent Role; Parent School Relationship; Politics of Education; *Public Schools; School Based Management; School Choice; *School Restructuring; State Action; State School District Relationship

Written under the joint auspices of the Educational Excellence Network of Vanderbilt University (Tennessee) and the National Conference of State Legislatures, this book contains nine chapters, by leading educators, divided into five sections that explore the major issues in education reform. Following a foreword by John Martin and an introduction by Chester E. Finn, Jr., the book contains the following papers: (1) "Restructuring America's Schools: An Overview" (Joseph Murphy); (2) "The State Role in School Restructuring" (Michael W. Kirst); (3) "Educational Choice: Why It Is Needed and How It Will Work" (John E. Chubb and Terry M. Moe); (4) "Restructuring the Chicago Public Schools" (G. Alfred Hess, Jr.); (5) "An Urban Superintendent's Perspective on Education Reform" (Thomas W. Payzant); (6) "Designing Accountability to Help Reform" (Terry K. Peterson); (7) "Accountability and Assessment California Style" (Francie Alexander); (8) "Reform Comes Home: Policies to Encourage Parental Involvement in Children's Education" (Gene I. Maeroff); and (9) "The Changing Politics of Education Reform" (Chester E. Finn, Jr., and Theodor Rebarber). Appended is information about the authors and a list of participants in the institute at Vanderbilt University in July 1990. (MLF)

ED 349 652 EA 024 251

Morley, Raymond E.
Alternative Education. Dropout Prevention Research Reports.
PUB DATE- Aug 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; At Risk Persons; *Dropout Prevention; Educational Environment; *Educational Innovation; Elementary Secondary Education; *Nontraditional Education; *School Organization; Teaching Methods

Information about alternative education as a baseline of thought for school reorganization is presented in this document. Chapter 1 describes the perspectives of alternative education and identifies common types. Teaching methods, strategies, and beliefs of alternative education are discussed in chapter 2. Chapter 3 focuses on the structural arrangements of alternative education, such as the necessary components for change and program building and factors for success or failure. The final chapter reviews research on alternative schools, presents student attitudes, and offers information on the cost of dropping out of school. Two figures are included. Appendices list nationwide organizations and resources. (Contains 34 references.) (LMI)

ED 349 653 EA 024 254

Policy and Procedures Manual for Assuring Equal Access to Education and Success in School for All Maine's Homeless Children and Youth.
PUB DATE- 91
NOTE- 25p.; Publication support provided by the federal Stewart B. McKinney Homeless Assistance Act.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

the net national tax increase to 1.4 percent of FY 1991 collections (down from 5.4 percent in 1991). Expenditures for the 40 reporting states will grow by 4.8 percent in FY 1993, continuing a long trend of reduced growth rates for state general fund budgets. At least 12 states made broad-based or across-the-board budget cuts to control spending growth in FY 1993. Aid to local governments, salary and benefit costs, and health care costs were targeted for cuts. State general revenue growth for FY 1992 was 4.2 percent above FY 1991 collections and projected at 7.1 percent for FY 1993. Of 47 reporting states, 24 enacted net tax increases for FY 1993, 7 reported net cuts, and 16 reported no change; total revenue increase was $5.1 billion. Additionally, Aid to Families with Dependent Children and Medicaid costs continued to grow, and most states experienced slow employment growth. State finances are at a very low point. (MLH)

ED 349 674 EA 024 280

Keys to Changing the System. Report of the Action Team on the School Years.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Accountability; *Change Strategies; Curriculum Development; Early Childhood Education; *Educational Change; *Educational Objectives; Elementary Secondary Education; Lifelong Learning; *Long Range Planning; National Competency Tests; Professional Development; School Based Management; *State Legislation
IDENTIFIERS- Coalitions; *National Education Goals 1990

The state initiatives described in this report are geared toward meeting the national education goals. Although they vary considerably, the initiatives emphasize the importance of establishing high-level goals and standards applicable to all students and providing local flexibility in exchange for accountability. Many initiatives involve: (1) comprehensive legislative packages addressing all six national goals and stressing connections between K-12 education, early childhood, and lifelong learning efforts; (2) new broad-based coalitions of educators, policy-makers, and business people working to develop comprehensive statewide strategic plans for educational improvement and a common core of learning; and (3) educational reform efforts stressing school-based decision making, new approaches to curriculum, instruction, and assessment, and professional development opportunities for educators. Regarding implementation, governors need to communicate clearly the reform goals and directions to the public, overcome reluctance to change, create long-term solutions in the face of short-term pressures, and support and sustain systemwide human resource development. The individual plans of Arizona, Arkansas, Maine, Michigan, Nevada, North Carolina, Oklahoma, South Dakota, Tennessee, Utah, and Wyoming are summarized. (MLH)

ED 349 675 EA 024 281

Scharrer, Lesley, Comp.
Summary of Alaska's Public School Districts' Education Plans, School Year 1991-92.
PUB DATE- Apr 92
NOTE- 131p.

Hallak, Jacques; Martin, Michaela
Strengthening National Training Capacities in Educational Planning and Administration. Report of an International Institute for Educational Planning Seminar (Paris, France, December 10-14, 1990).
PUB DATE- Dec 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Educational Administration; Educational Demand; *Educational Planning; Educational Supply; Elementary Secondary Education; Foreign Countries; Postsecondary Education; *Training
IDENTIFIERS- Ghana; Mexico; Senegal; *UNESCO

Being the first seminar to bring together senior officials from Educational Planning and Administration (EPA) training institutes located in developing countries, this meeting was designed to help strengthen cooperation between the International Institute for Educational Planning (IIEP) and training institutions. Participants were invited to share EPA training experiences, analyze their educational systems' training needs, examine ways to strengthen national capacities for training educational planners and administrators, and consider cooperative strategies. Two prior IIEP surveys addressed to 109 ministries of education in developing countries and to 318 training institutes throughout the world showed the considerable gap between training supply and demand, the weakness of the supply, the obstacles to improving training, the dearth of qualified national trainers, the shortage of teaching materials, and the insufficiency of financial resources. Participants raised issues concerning their nations' educational development, national EPA training structures, typology of training institutes and programs, and training strategies. Participants also analyzed their countries' training needs, focusing on methodologies and major environmental and education trends. They discussed ideas for strengthening national training capacities, pursuing interinstitutional cooperation. The group also defined areas needing IIEP assistance. Appendices contain a list of seminar participants; individual group reports; individual training needs analyses from Senegal, Mexico, and Ghana; and a list of seminar documents. (MLH)

ED 349 695 EA 024 311

Caillods, Francoise
Educational Planning for the Year 2000. IIEP Contributions, No. 4.
PUB DATE- Mar 90
NOTE- 25p.; Paper presented at the United Nations Educational, Scientific, and Cultural Organization International Congress (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bureaucracy; *Context Effect; Decentralization; Developing Nations; *Economic Factors; *Educational Planning; Educational Trends; Elementary Secondary Education; Financial Problems; Foreign Countries; Higher Education; *International Cooperation; *Political Influences; *Population Growth

PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Deafness; *Language Acquisition; Learning Theories; Literacy; Oral Communication Method; *Preschool Children; Preschool Education; *Sign Language; Speech Communication; Total Communication; *Verbal Communication; *Written Language
IDENTIFIERS- Emergent Literacy

This study focuses on the language and literacy worlds of three profoundly deaf preschool children, whose lack of a strong spoken English base provided an opportunity to explore the relationship between spoken language development and written language development and to investigate young children's written language development in light of the diversity of their earliest experiences with language. The three children (ages 3-5) exhibited a great deal of multiplicity, diversity, and variability in their verbal language worlds. Each child's written language world, however, was characterized by patterns of consistency and was similar to that of hearing children. The three children used oral/aural English or total communication. Results are discussed in terms of family literacy and preschool literacy. Findings challenge the belief that proficiency with spoken language is prerequisite to written language development. Spoken language and written language were seen as not only parallel forms of the same meaning-based language but also alternative forms. Findings suggest that there is no one pathway to becoming literate. For these children, knowledge of written language became a pathway to spoken and/or signed language acquisition. (Contains approximately 50 references.) (JDD)

ED 349 716   EC 301 450

Children with ADD: A Shared Responsibility. Based on a Report of the Council for Exceptional Children's Task Force on Children with Attention Deficit Disorder.
PUB DATE- 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Techniques; Cooperation; *Educational Diagnosis; Educational Environment; *Educational Needs; Educational Practices; *Educational Responsibility; Elementary Secondary Education; Evaluation Criteria; Hyperactivity; Incidence; Inservice Education; Interdisciplinary Approach; *Intervention; Regular and Special Education Relationship; Student Characteristics; *Student Evaluation; Student Needs; Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- *Prereferral Intervention; Teacher Assistance Teams

This document addresses the educational needs of children with attention deficit disorder (ADD). The document charges the education system as a whole with the responsibility for meeting the educational needs of children with ADD, rather than

Secondary Education; *Family Relationship; *Gifted; *Intervention; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Regular and Special Education Relationship; School Business Relationship; *Student Evaluation; Student Research; Teaching Methods; Teamwork
IDENTIFIERS- Empowerment

This document consists of the six volume 4 issues of the journal "Understanding Our Gifted." The six issues focus on student research, technology and education, empowering parents, assessing the gifted, collaborative efforts, and family relationships, respectively. Feature articles have the following titles and authors: "Inside Middle School: What Teenagers Think" (Dana Fox and Shana Katzel); "Up by Our Own Bootstraps" (Jeremiah Young and Demetrius Johnson); "Emerging Technologies and the Gifted" (Jan K. France); "Challenging the Gifted with Computer Software" (Gregory C. Pattridge); "Only a Parent: Three True Stories" (Stephanie S. Tolan); "Giftedness: The View from Within" (Martha J. Morelock); "Don't Throw Away the Old Binet" (Linda Silverman and Katheryn Kearney); "Discovering Highly Gifted Students" (Jan B. Hansen); "Comparing Different Measures of Intelligence" (Jerry Schecter); "School-Business Partnerships" (Elinor Katz); "Creative Collaboration: A Process for Enhancing Consultation" (Bev Woolhiser and Deborah A. Weiner); "SBASE (Spokane Business Assisting Scholastic Excellence)" (Judith L. Taylor); "Life in the Asynchronous Family" (Katheryn Kearney); "Geometric Relationships in the Gifted Family" (Linda Powers Leviton); and "Early College--A Parent's View" (Marcia Greason). In addition to the feature articles, most issues contain regular columns such as "Hidden Gifted Learner," "Parenting the Gifted," "Instructional Strategies," "The Reading Room," "Kaleidoscope," "The Highly Gifted," "Creative Ventures and Encounters," "Current Developments in Gifted Education," and "From Parent to Parent." (JDD)

ED 349 736   EC 301 481

Butler, Nancy L.
A Comparison of the Attitudes of Black and White Students toward Academically Gifted Programs.
PUB DATE- 89
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Black Students; Comparative Analysis; Junior High Schools; Participant Satisfaction; Peer Relationship; *Racial Differences; *Special Programs; Special Schools; *Student Attitudes; *White Students

This study compared the attitudes of Black and White students in academically gifted programs to determine if attitudes of Black students toward giftedness and toward their peers in programs for the gifted are a factor in the under-representation of Black students in gifted programs. Sixty-five students in ninth grade in a Richmond, Virginia, school for the gifted, who had attended a regular public school program for the gifted the year before, were surveyed, with usable responses from 15 Black students and 33 White students. Survey results indicated that there were no significant differences in attitudes of Black and White gifted students toward giftedness and toward people in programs for the gifted. All Black students and 97% of White students were pleased to be identified as academically gifted. The majority of all students enjoyed programs for the gifted and felt that they were worthwhile. All the Black students and of the process and respondents, a report of overall results, results in 14 topical domains, and a discussion of implications for the future. Overall trends include: critical shortages of special education personnel will occur at all levels, resulting in more important roles for paraprofessionals and provision of services for students with mild disabilities in the regular classroom; related services will continue to expand in type, quantity, and variety, creating a drain on resources; outcomes for students with severe disabilities will address functional life skills rather than isolated academic skills; and advances in technology will reduce functional limitations of persons with disabilities. Specific results are organized into the following 14 areas: assessment, curriculum and instruction, family involvement, finance, interagency coordination, least restrictive environment, personnel, policy and governance, reform and restructuring, research, service monitoring, societal values, technology, and transition from school to work. Appendices contain a statistical summary and a Delphi instrument used in soliciting the second round of responses. (JDD)

ED 349 754 EC 301 500

Berman, Carol; Melner, Joan
Communicating with Primary Referral Sources: A Synthesis Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 92
NOTE- 44p.; Produced by the National Early Childhood Technical Assistance System (NEC*TAS).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Community Education; *Compliance (Legal); Day Care Centers; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Government Role; *Handicap Identification; Hospitals; Information Dissemination; Interpersonal Communication; Legal Responsibility; Medical Services; Outreach Programs; Physicians; Preschool Education; *Referral; Social Services; *State Agencies
IDENTIFIERS- *Child Find; Individuals with Disabilities Education Act Part H

This report is designed to assist state officials in identifying appropriate approaches and resources for meeting the legal requirements for child find and public awareness procedures for identifying children with disabilities. The reauthorized Individuals with Disabilities Education Act requires that the lead agency for Part H in each state disseminate to primary referral sources (particularly hospitals and physicians but also day care programs, social service agencies, and others) information about Part H, the benefits of early intervention, and the availability of early intervention services. The lead agency is also required to determine the extent to which information is made available to parents by primary referral sources. This report's approaches are based on a survey of over 30 Part H state lead agencies and Early Education Program for Children with Disabilities projects. Responses to the survey were consolidated into five functional headings: (1) communication from early intervention programs to medical personnel and health facilities for child find and public awareness purposes; (2) communication to other primary referral

Development; Definitions; *Educational Needs; Elementary Secondary Education; Individual Characteristics; *Partial Vision; Social Development; *Student Characteristics; *Visual Impairments
IDENTIFIERS- ERIC Digests

This digest provides basic information and resources on visual impairments. Legal and educational definitions are given for "legally blind," "partially sighted," "visually handicapped," "blind," and "low vision". Typical characteristics of individuals with visual impairments in the areas of cognitive and social development are noted. Educational implications are identified, including mainstreaming, special services needed, and effects of additional disabilities. Fourteen organizational resources are listed and a bibliography of six items is provided. (DB)

ED 349 775 EC 301 521

"Side-by-Side" Profile of Changes in New IDEA.
PUB DATE- Feb 91
NOTE- 38p.; For a related document dealing with IDEA regulations, see EC 301 526.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Definitions; Delivery Systems; *Disabilities; Early Intervention; Educational Change; Educational Media; Educational Research; Educational Technology; Elementary Secondary Education; *Federal Legislation; *Special Education; Teacher Education
IDENTIFIERS- *Individuals with Disabilities Education Act

This bulletin issue summarizes major changes in Public Law 94-142 made when the Individuals with Disabilities Education Act (Public Law 101-476) was signed into law on October 30, 1990. The information is organized by Part, from A through E followed by G and H, including: "General Provisions," "Assistance for Education of All Handicapped Individuals," "Centers and Services To Meet Needs of Handicapped Individuals," "Training Personnel for the Education of Handicapped Individuals," "Research in Education of Individuals with Disabilities," "Technology, Educational Media, and Materials for Individuals with Disabilities," and "Early Intervention Services for Infants and Toddlers." Along with descriptions of changes made, the affected sections of Public Law 94-142 are cited. Many of the changes are definitional in nature, while other changes focus on the addition of autism and traumatic brain injury as separate categories for eligibility and reporting, the addition of rehabilitation counseling and social work services to "related services," changes in personnel training, and Individualized Education Program requirements related to transition. (JDD)

ED 349 776 EC 301 523

A Review of Most Important Court Cases in 1990: No Precedent Shattering Decisions Rendered.
PUB DATE- Jun 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Court Litigation; *Disabilities; Discipline; Due Process; Educational Practices; Educational Trends; Elementary Secondary Education; Financial Support; Individualized

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Language Proficiency; Language Research; *Learning Strategies; *Listening Comprehension; *Russian; Second Language Learning; Videotape Recordings

This paper discusses findings from an ongoing 3-year study of the impact of strategy training on Russian listening comprehension. In particular, the study focused on the techniques that encourage increased student control of their application of learner strategies. The research presented adds to prior research on listening training in second languages in three ways: (1) by focusing on training for bottom-up as well as top-down strategies for listening comprehension; (2) by focusing on training students to use different kinds of text genres in determining listening strategies; and (3) by comparing the impact of cognitive and metacognitive training in listening strategies against mere exposure to video on listening proficiency. (JL)

ED 349 797 FL 020 509

Meara, P. M., Comp.
Vocabulary in a Second Language. Specialised Bibliography 3 Covering 1960-1980.
PUB DATE- 83
NOTE- 99p.; For volume 2, see FL 020 510.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Language Research; *Second Language Learning; *Vocabulary Development

This annotated bibliography lists research published between 1960 and 1980 in the field of vocabulary acquisition and word handling in a second language. The bibliography is divided into two sections. The first contains 280 entries listed alphabetically. A short abstract is provided for each entry. The second section is a supplementary bibliography that lists works that are less central to the concern of the bibliography. No abstract is provided for these entries. A glossary of terms, a subject index, and a language index are appended. (JL)

ED 349 798 FL 020 510

Meara, Paul, Comp.
Vocabulary in a Second Language. Volume 2. Specialised Bibliography 4 Covering 1980-1985.
PUB DATE- 87
NOTE- 97p.; For volume 1, see FL 020 509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Language Research; *Second Language Learning; *Vocabulary Development

This bibliography is a follow-up to the "Specialised Bibliography 3," published by the Centre for Information on Language Teaching and Research, in 1983. This volume covers work in the field of second language vocabulary acquisition that has appeared between 1980 and 1985. There are approximately 300 entries in this bibliography, and for each entry, an abstract is provided. A glossary of terms, a subject index, and a language index are attached.) (JL)

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Policy; Elementary Secondary Education; Higher Education; Policy Formation; *Teacher Education; *Teacher Evaluation

This paper explores the promise and limitations of evaluation in teacher education in the context of reform. The promise of evaluation is to understand the diverse issues and complexities that underlie the processes of reform and to contribute to a more informed policy making. Three themes in teacher education evaluation are considered. These include: (1) social production and social reception of policy; (2) styles of reasoning and constructing the subject: discourse and power; and (3) tensions in the relation of state and teacher education: a problematic for evaluation. Recent studies of teacher education and teaching provide illustrations of the relation of reform, knowledge, and power. (VWL)

ED 349 819 FL 020 638

Ortiz, Alba A.
Assessing Appropriate and Inappropriate Referral Systems for LEP Special Education Students.
PUB DATE- Aug 92
NOTE- 48p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Hispanic Americans; *Intervention; *Limited English Speaking; Models; *Referral; School Effectiveness; Second Language Instruction; *Special Education; *Student Evaluation; Student Needs; Testing
IDENTIFIERS- *Prereferral Intervention

Lack of educational progress of Hispanics and other language minority students has very important implications for special education as these students are very likely to be referred for special services. Language minority students are overrepresented in programs for the learning disabled, and, with the exception of Asian students, are underrepresented in programs for the gifted and talented. With projections that one of every three Americans in this country will be a minority by the year 2,000, greater attention must be given to assuring that multicultural populations succeed in mainstream education and that procedures used to assess functioning levels and to recommend services reflect that those involved in the decision-making process understand how language and culture influence performance. Prereferral intervention attempts to deal with learning and behavior problems that might otherwise be inaccurately identified as disabilities. The anticipated outcomes of the implementation of prereferral strategies include: a reduction in the number of students perceived to be "at risk" by regular classroom teachers because of teacher's increased abilities to handle naturally occurring diversity of skills and characteristics of students in their classes; reduction of the number of students referred to special education; reduction of the number of students inappropriately labeled as handicapped; and improved student outcomes. Responses to the paper by Ann C. Willig and Sherry R. Migdal are appended. (VWL) parent training sessions occurred monthly. The report describes the methodology and organization of the original dissertation and outlines its findings and recommendations. It is concluded that in this case and in the course of the study, the school's approach shifted from assimilation to acculturation, ethnocentrism to pluralism, bicultural ambivalence to cultural pride, and melting pot model to cultural mosaic. However, these changes did not occur linearly but through unexpected shifts in direction due to staff/researcher interaction. Two ancillary findings were: that several monolingual staff were found to be particularly effective in the bilingual setting; and that team teaching evolved in this situation. A 28-item bibliography is included. A previously-proposed schematic framework for bilingual intervention and an adaptation suggested by this research are appended. (MSE)

ED 349 840 FL 020 664

Byrne, Barbara
Relevance Theory and the Language of Advertising. CLS Occasional Paper No. 31.
PUB DATE- 92
NOTE- 80p.; Based on a Master's Dissertation, Trinity College, Dublin.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advertising; *Communication (Thought Transfer); Foreign Countries; Information Utilization; Language Research; *Language Role; *Linguistic Theory; *Listening; Pragmatics
IDENTIFIERS- *Relevance (Personal)

Relevance theory, the premise that a hearer will make the effort to process a communication if he or she feels it will alter or enrich his/her cognitive environment, can be useful for increasing the effectiveness of advertising communication. It is particularly helpful for analyzing and improving the effectiveness of the creative devices often used in advertising language to add interest and additional meaning to the text. While essentially a theory of pragmatics, relevance theory gives a complete account of the recovery of meaning of an utterance. Advertising text commonly contains variations on accepted standards of grammaticality and specific contextual implications. Analysis of the text using relevance theory can expose the text/context interaction and illustrate the role of linguistic style as a tool for conveying more than is actually verbalized. Areas that can be targeted by such analysis include disambiguation and referential assignment, readers' anticipatory hypotheses, examination of phonetic effects, repetition, text length, media-specific contextual implications, intertext devices, illocutionary force, and cancellation of implicature. A 97-item bibliography is included. (MSE)

ED 349 841 FL 020 666

Hurren, Clive
Departmental Planning and Schemes of Work. Pathfinder 11. A CILT Series for Language Teachers.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility

Project INFOE (Information Needed For Occupational Entry) material for displays. (YLB)

ED 349 378 CE 060 880

Fuller, Gerald R.; Annis, William H.
New England Feasibility Study for a Regional Agricultural Teacher Education Program.
SPONS. AGENCY- New Hampshire Univ., Durham.
PUB DATE- Apr 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Agricultural Education; *Distance Education; Elementary Secondary Education; Feasibility Studies; Higher Education; Land Grant Universities; Natural Resources; *Regional Programs; Surveys; Teacher Attitudes; *Teacher Education; *Teacher Supply and Demand; Teaching (Occupation); Vocational Education Teachers
IDENTIFIERS- *New England

A study determined the feasibility of implementing a regional teacher education program in agricultural education using distance learning techniques. Information was obtained in 1991 in the six New England states through interviews with 29 administrators and faculty at land grant universities and 19 administrators and staff in state governments. Results showed that 112 secondary school programs employed 261 licensed teachers. Usually, 10-16 new teachers were needed each year during the 1980s; that need was expected to increase. Five states had teacher education programs in agricultural education, with a total of 36 students enrolled in teacher licensing programs. Within these five states were an equivalent of 5.05 full-time-equivalent teaching faculty; the equivalent of 2.9 faculty spent full time preparing students to teach agricultural and natural resource subjects. Key elements necessary to success of a regional program were commitment, incentives, and teacher education program change. Recommendations related to teacher education include implementation of a regional distance learning program and identification of a common core of pedagogical learning in agricultural teacher education for the region. Recommendations for public school programs include providing leadership to facilitate restructuring of agricultural education in public schools. (Appendixes include additional comments, eight graphs, and executive summary with highlights.) (YLB)

ED 349 379 CE 061 027

Hamlin, Larry
General Mechanical Repair. Minor Automotive Maintenance, Small Engine Repair, and Welding: Curriculum Guide and Lesson Plans.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 618p.; For related documents, see CE 061 028-029.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Mechanics; Basic Skills; Curriculum Guides; High Schools; Instructional Materials; Language Arts; Lesson Plans; Machine Repairers; Mathematics Skills; *Repair; *Small Engine Mechanics; Special Needs

Guides; Higher Education; Individualized Education Programs; Instructional Materials; *Integrated Curriculum; Learning Activities; Lesson Plans; *Models; *Preservice Teacher Education; Secondary Education; Student Evaluation; Teaching Methods; *Vocational Education; Vocational Education Teachers

This book offers a knowledge base for the integration of basic skills into vocational teacher education. Introductory materials include a project overview, mission and goals of the curriculum, belief statements, curriculum format, information on preparation and time issues, new basic skills definition, and a guide to lesson categories. The book contains three lessons: Conceptualizing Basic Skills; Models of Integration; and Keys to Integration. Each lesson format is identical, and each category within a lesson has its own icon, for ease in locating the category in any lesson. Lesson categories are as follows: (1) perennial problem (for this curriculum, what should be done about integrating the new basic skills into vocational education?); (2) practical problem (action that can help address the perennial problem); (3) justification for lesson; (4) learner outcome; (5) instructor resources; (6) teaching strategy modeled; (7) lesson plan (content, new basic skills, process, application objectives); (8) teaching-learning interaction (introduction and steps to guide the teacher educator through the lesson); (9) debriefing strategies (options for summarizing the lesson); (10) evaluation options; and (11) individualized learning plan. Handouts are provided at the end of each lesson. An instructor resources section at the end of the book contains transparencies and handouts suitable for photocopying. (YLB)

ED 349 399 CE 061 861

Gloeckner, Gene W.; Love, Cathleen T.
Integrating Basic Skills into Vocational Teacher Education Curricula: Book 2--Changing Attitudes.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 78p.; For books 1-5, see CE 061 860-864.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Behavioral Objectives; Curriculum Guides; Higher Education; Individualized Education Programs; Instructional Materials; *Integrated Curriculum; Learning Activities; Lesson Plans; *Lifelong Learning; *Preservice Teacher Education; Student Attitudes; Student Educational Objectives; Student Evaluation; Teacher Attitudes; *Teacher Expectations of Students; Teacher Role; Teaching Methods; *Vocational Education; Vocational Education Teachers

This curriculum guide for vocational education teachers and school guidance counselors focuses on changing attitudes toward integrating basic skills instruction into their work. Introductory materials include a project overview, mission and goals of the curriculum, belief statements, curriculum format, information on preparation and time issues, definition of new basic skills, and a guide to lesson categories. This book contains three lessons: Affective Domain--Changing Attitudes; Lifelong Learning; and Student/Teacher Expectations. Each lesson format is identical, and each category within a lesson has its own icon, for ease in locating the category in any lesson. Lesson categories are as follows: (1) perennial problem (for this curriculum, what should be done about integrating the areas. The two main components of the OTAN On-Line Communication System were electronic mail and a bulletin board for exchange of information. The outreach component provided technical support in research, design, and development of a technology-based adult basic skills program in areas of California where minimal or no apportionment services were provided. A two-county area in northern California was selected for the literacy consortium development pilot project. The archiving component was restructured to have two major parts: (1) a permanent hard copy record of State Department of Education-funded projects and other resource materials; and (2) an electronic storage and retrieval system of a wide variety of appropriate and relevant information for adult educators. Information posted online included selected codes and regulations, government documents in hot topic areas, and bibliographies of materials available in Regional Resource Center Libraries. (Exhibits include charts of training sessions, online subscriber profile, forum activities, and resource library usage.) (YLB)

ED 349 416   CE 061 886

Education Accountability Year End Report 1990/91. Executive Summary = Rapport de fin d'annee de formation sur l'exercice des responsabilites 1990/91. Sommaire executif.
PUB DATE- Aug 91
NOTE- 65p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Adult Basic Education; *Adult Education; Attendance; *Correctional Education; Developed Nations; *Enrollment Rate; Foreign Countries; Higher Education; High School Equivalency Programs; High Schools; *Program Effectiveness; School Holding Power; Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Canada

This report provides statistical information and analysis of educational programs provided during the 1990-91 fiscal year by the Correctional Service of Canada. It reports on these program components--adult basic education (ABE), Grade 10 education, and secondary, vocational, and postsecondary education--at all minimum, medium, and maximum security institutions. A national overview provides figures that illustrate a participation rate of 44 percent; average full-time equivalent enrollment of 3,231 students; student/teacher ratio of 11:1; and national cost per full-time equivalent student of $4,945 constant or $7,776 current dollars. The section on ABE presents statistical information showing 782 Grade 5 level completions and 903 Grade 8 level completions; a national enrollment/completion ratio for Grade 5 of 2.59:1; and increased withdrawal rates at both Grade 5 and Grade 8 levels. The section on Grade 10 level education provides statistical information showing 424 completions surpassing the target by 14.9 percent; withdrawal rate of 13.8 percent; and transfer rate of 12 percent. The section on secondary to university education programs reports a decrease in course registration of 12.5 percent; 55 percent completion rate; and these course completion rates: secondary--51 percent, vocational--56 percent, college--65 percent, and university--57 percent. Thirty-one figures are provided. A French language version is included. (YLB)

(Oswald); "One International Union's Approach to Skill Training and Continuous Learning" (Sweeney); "Advancing Work-Based Learning: U.S. Department of Labor Perspective" (Van Erden); "Making the Connection: New Technology, Work Organization and Skills" (Appelbaum); "Unions: The Key to Worker Empowerment" (Roberts); "A Participatory Perspective on Technology and Work Redesign" (Haddad); "Preparing for the Future through Apprenticeship" (Robertson); "The Role of Labor Leadership in Workplace and Education Reform" (Cole); "Cultivating a Suitable Environment for Workplace Restructuring" (Sarmiento); and "Where Do We Go from Here? An Agenda for Organized Labor" (Murry). An epilogue summarizes the small group discussion. Four appendices are included: information about the presenters, selected bibliography (32 references), conference participants, and the eight key elements of high performance work and learning systems. (NLA)

ED 349 435 CE 061 938

Marschall, Daniel
Upgrading America's Workforce through Participation and Structured Work-Based Learning: UCLP Research Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- May 90
NOTE- 47p.; For a related document, see CE 061 937.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; *Adult Literacy; Apprenticeships; Basic Skills; Career Development; Collective Bargaining; Demonstration Programs; *Labor Force Development; Occupational Mobility; *On the Job Training; *Skill Development; *Unions
IDENTIFIERS- *Workplace Literacy

This document describes the AFL-CIO's Upgrading and Career Ladder Program (UCLP), which creates a system of structured, work-based learning integrating on-the-job training with related theoretical instruction. The UCLP has the following objectives: to meet workers' skill upgrading and occupational mobility needs; to encourage unions and employers to sustain learning programs through collective bargaining provisions; to operate workplace demonstration programs; and to facilitate union/worker participation. The first two sections of this document present an overview of the apprenticeship system and recount the Apprenticeship 2000 initiative history, including labor organizations' comments. Because ongoing training systems upgrade workers' basic skills, section III provides a perspective on the debate over workplace literacy. A review of labor market information is included in section IV. The narrative part of the report concludes with a section on upgrading experience in government programs, the relationship of upgrading to career development, and the importance of union and worker participation in workplace learning systems. The extensive selected bibliography provides 235 references on the following subjects: apprentice system, apprentice 2000 initiative, learning basic skills--a perspective, labor market information, and union and worker participation--the key to career development. (NLA)

ED 349 436 CE 061 940

Rider-Hankins, Peg

enormous needs of youth in the city; services spread throughout the city and difficult for some youth to access them; career development with an occupational and not a life-planning and life-roles focus; over emphasis on skills development; inadequacy of the system's capacity to deal with dropouts; reactive rather than proactive services; and poorly marketed services. Interviews with Calgary practitioners regarding these gaps and needs resulted in overwhelming support for a centralized, specialized youth career center. The complexities of the problems suggest that services need to be multifaceted. (Contains 32 references.) (YLB)

ED 349 455 CE 061 969

Vickers, Neal W.
A Comparison of the Starting Pay of Cooperative Education Graduates with that of Non-Cooperative Education Graduates.
PUB DATE- May 90
NOTE- 51p.; Capstone Seminar Paper, Drury College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *College Graduates; Comparative Analysis; *Cooperative Education; *Educational Benefits; Educational Research; Entry Workers; Graduate Surveys; Higher Education; Rewards; *Salaries; *Salary Wage Differentials

A study investigated the impact of cooperative education on the amount of starting salary attained by participating graduates when compared to nonparticipating graduates. A literature review focused on the history of cooperative education, program designs, and general student benefits. Career Planning and Placement Center survey results for the graduating classes of 1987-88 and 1988-89 from a large, Midwest university were used to determine the starting salary of its graduates (n=774). Cooperative education placement records were used to identify and isolate the experimental group of co-op graduates (n=152) from the control group of nonparticipating graduates (n=622). Applied instruments were a one-way test for homogeneity of variance, a mean salary computation by year, and a T-test. Results revealed a significant relationship between cooperative education participation and higher than average starting salaries. The experimental group acquired significantly higher starting salaries than the control group. (Contains 37 references.) (Author/YLB)

ED 349 456 CE 061 970

Gosak, Alice; Nguyen, Patricia
Job Interviewing Skills for ESL Students with a Cross-Cultural Emphasis. Instructor's Manual and Student Workbook.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Students; Cross Cultural Training; Cultural Differences; *Employment Interviews; Employment Potential; *English (Second Language); *Intercultural Communication; *Job Applicants; *Job Search

Vocational Education Leadership Development Resources: Selection and Application.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; *Instructional Leadership; Leadership Responsibility; *Leadership Training; Management Development; Media Selection; Postsecondary Education; *Resources; Secondary Education; Services; Vocational Directors; *Vocational Education; Vocational Education Teachers

This report responds to a need for more detailed information about leadership development resources. It presents discussions of where resources may be used in vocational education leadership development and how high quality resources may be selected. Initially, the context for leadership development resources is presented. Next, a framework for resource use in leadership development is provided that includes four phases: foundation phase, bridging phase, practicum phase, and practice phase. Brief descriptions are provided of more common resources, such as textbooks, handbooks, lectures and discussions, self-assessments, simulations, case studies, games, shadowing, interning, externing, mentoring, and induction. The selection of leadership development resources is detailed, and a resource assessment form is presented and discussed. Appendixes include a list of 31 references; an annotated bibliography of 9 selected resources; a sample listing of 15 selected leadership development providers; profiles of 20 selected leadership resources that indicate title, source, publication date, cost, description, materials, and techniques; and the assessment form. (YLB)

ED 349 472 CE 062 061

Hilligoss, Tonya
Public Safety Curriculum Project. Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Coordination; Crime Prevention; Criminal Law; *Criminology; Educational Cooperation; Fire Protection; *Fire Science Education; Higher Education; Institutional Cooperation; *Law Enforcement; Police; *Police Education; Safety; Safety Education; Standards; Two Year Colleges
IDENTIFIERS- *California

By focusing on four-year colleges, academies/training centers, and community colleges, a study identified some of the duplication and gaps in public safety education in California. Survey instruments were designed to identify the current status of public safety education and elicit data regarding respondents' ideas about the desired direction that education should take. The survey instruments provided ample opportunity through psychological management of the change process. The Lewis and Lewis (1989) community counseling model provides helping professionals with guidelines to design comprehensive intervention strategies for assisting businesses and their employees with the transition process. The components of the model include: (1) direct client services such as individual and group counseling; (2) indirect client services such as client advocacy, consultation, and training; (3) direct community/organization services such as stress management training, career development and life planning workshops, transition awareness training, newsletters, and retraining; and (4) indirect community/organizational services focusing on the interface between the environment of the workplace and the employees working in that environment. The Employee Assistance Program counselor can work within the business and can also link with external resources to build organizational health, excellence, and productivity. Counselors are well positioned to assist with transition management from both an individual as well as a systems level. Counselor input and involvement can be a critical in ensuring productivity, business success, and workplace wellness. (Contains 29 references.) (ABL)

ED 349 491   CG 024 498

Mei, Dolores M.; And Others
Study of Guidance Services in the High Schools, 1988-89. OREA Report.
PUB DATE- Feb 90
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; *Counseling Services; *High Schools; High School Students; Program Effectiveness; School Counseling; *School Counselors; *School Guidance
IDENTIFIERS- *New York City Board of Education

Guidance services are an integral part of the New York City public high school system, but because each high school plans and implements its own guidance program autonomously, little is known about the actual organization and operation of guidance activities citywide. In March 1989 New York city high school guidance departments (N=122) were surveyed in order to describe and analyze current high school guidance practices. Administration and supervision of guidance departments, numbers and kinds of personnel working in guidance departments, the daily activities of counselors, communication within guidance departments, integration of guidance services within the larger school community, the referral system, caseload size, student needs, departmental strengths and weaknesses, and the problems that hinder effective delivery of guidance services were examined. The results of the survey indicated that current guidance services are more integrated into everyday school life than they were 15 years ago. However, respondents also indicated that guidance department organization and staffing patterns do not facilitate the quality of guidance delivery necessary to successfully address student needs, which are acute across the spectrum. In addition, it was found that the administration of high school guidance departments comprises a discernible hierarchy, with distinct domains of decision-making, marked by an institutionalized referral system, too much paperwork, and insufficient resources. The counselors, too, are swamped by excessive caseloads, distracted by heavy paperwork, and too often frustrated by their inability to deal effectively with serious student needs. (ABL)

DESCRIPTORS- *Adolescents; *Early Parenthood; *Pregnancy;
*Prevention; Public Policy; *State Programs; Trend Analysis
IDENTIFIERS- *United States (Southeast)

An analysis of Southern states' policies, programs, and funding related to adolescent pregnancy was conducted for the purpose of assessing the role of the states in stimulating prevention initiatives. Specific states included were Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Information and funding estimates for state-sponsored primary prevention initiatives from state education, health, and human service administrators were requested. A data analysis indicated that in contrast to the $5.7 billion expended to serve families begun by adolescents, the $110 million investment of state and federal dollars toward programs designed to prevent pregnancies among adolescents seems minuscule. The region's largest investment in preventing unintended pregnancies among adolescents, i.e., family planning, represents only 1% of the region's total public expenditures related to adolescent childbearing. For every dollar spent on adolescent pregnancy prevention programs, only two cents are directed toward primary prevention. This inequity reflects a societal conflict; there is agreement that a problem exists but not agreement on how to resolve it. As a consequence support for public adolescent pregnancy prevention programs is minimal. The challenge remains for state governments to carry out the complicated role of prescribing solutions, all the while providing the flexibility and support to help localities determine their particular needs. (ABL)

ED 349 511 CG 024 520

Kadel, Stephanie
Interagency Collaboration: Improving the Delivery of Services to Children and Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 112p.; Part of the Hot Topics: Usable Research Series.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agency Cooperation; *Children; *Client Characteristics (Human Services); *Counseling Services; *Delivery Systems; *Family (Sociological Unit); Social Services

This report focuses on interagency collaboration in the delivery of social services to children and families. Section I discusses the "why" and "what" of collaboration and family service centers. It addresses the common questions of potential collaborators who may have little or no background information on the subject. Section II offers steps, advice, and strategies for collaborating and for establishing family service centers. The information is designed to be used by local-level collaborators and community members. Political and regulatory constraints to implementing integrated services are also discussed. Section III provides information on state- and national-level collaborative action. Local projects can use this information to seek financial support, technical assistance, or options for networking with others. Relevant legislation and possible sources of financial support are included. Section IV and appendices offer additional information about publications and tools to aid a collaborative effort through each stage of development. Appendix A discusses

Life after School: A Profile of Early Leavers in Newfoundland. Youth Transition into the Labour Market. Report and Summary Report.
SPONS. AGENCY- Canada/Newfoundland Youth Employment Strategies Program.; Newfoundland and Labrador Dept. of Education.
PUB DATE- Dec 91
NOTE- 183p.; For related documents, see CG 024 537-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; *Employment; Foreign Countries; Secondary Education; Secondary School Students; Trend Analysis
IDENTIFIERS- Labrador; *Newfoundland; Transitional Activities; *Transition Time

This project consists of two parallel yet interrelated studies, one focusing on the full cohort of approximately 9,000 Level III (Grade 12) high school students in Newfoundland and Labrador at the end of the 1988-89 school year, and a second, which focuses on the full year cohort of 2109 students (grades seven to Level III) who dropped out of school between Easter 1987 and Easter 1988. Nearly all of the participants in this survey had been out of school for 2 to 3 years. An attempt was made to re-establish contact with the 1275 persons sampled in the original survey, resulting in a follow-up survey sample of 1012 interviews. Most of the respondents had financial responsibility for only themselves. For over 14% income support programs provided the principle income. Almost all of the sample reported having worked in at least one full-time or part-time job between July 1988 and December 1989. About 23% reported that they had participated in some form of academic upgrading since their decision to leave school. The early leavers reported having to overcome several barriers in their search for work, including lack of experience or the economic situation. There was an overall feeling of satisfaction among the respondents about their progress since leaving school. The group of early school leavers expected to be more mobile in the future than they had already shown themselves to be in the recent past. (ABL)

ED 349 531 CG 024 541

Keane, Kathy Ann
Using Peer Assisted Learning (PAL) To Reduce the Number of After-School Detentions and Increase Self-Esteem among Fourth through Sixth Grade Tutors Who Are Considered To Be Discipline Problems.
PUB DATE- Aug 92
NOTE- 78p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Problems; *Cross Age Teaching; Discipline Problems; *Elementary School Students; Intermediate Grades; *Peer Teaching; *Self Esteem; *Tutorial Programs; *Tutoring

The need to decrease the number of students repeatedly receiving after-school detentions was addressed by the implementation of the Peer Assisted Learning (PAL) program. The PAL program is based on the premise that students act out because they desire power. The program gave students power over tutoring situations by having input into planning for themselves and others. The PAL program began with 24 students in grades four through six, although one student withdrew leaving a total of 23 students. Tutoring sessions took place two times per week for a period of 20 minutes. The student tutors met with the researcher and the influence the content of textbooks used in public and private schools throughout the United States. The book focuses on recent federal lawsuits involving attempts to censor or ban reading, literature, science, and social studies textbooks. Recreating the story behind each lawsuit, the book describes how politically sophisticated national organizations turn local controversies into nationally publicized court cases. The book also discusses how groups from both the conservative and liberal ends of the political spectrum in Texas and California presure their State Boards of Education to demand that sections of textbooks be eliminated or rewritten as a condition of selling the books in those states. The book contends that, since California and Texas are such important markets, publishers almost always make the required changes in the books, which are then sold nationwide. As a result, according to the book, the content of American textbooks is heavily influenced by political and economic forces as well as by educational considerations. (NKA)

ED 349 551 CS 213 310

Wauters, Joan K.; And Others
Uniting Two-Year and Four-Year College Programs through Portfolio Assessment.
PUB DATE- 21 Mar 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Writing; Higher Education; *Instructional Effectiveness; Instructional Materials; *Intercollegiate Cooperation; *Portfolios (Background Materials; Two Year Colleges; *Writing Evaluation
IDENTIFIERS- Alternative Assessment; *University of Alaska Southeast

A roundtable session at the 1992 Conference on College Composition and Communication explored the effects of portfolio evaluation on composition students, English faculty, and departmental administrators at two- and four-year campuses of the University of Alaska Southeast. Faculty from both four-year and two-year campuses found that portfolio evaluation encouraged their students to revise more often and more extensively. From an administrative standpoint, portfolio assessment has had a beneficial effect on the curriculum and on faculty relations. Eight handouts provide: (1) a detailed description of the procedures for the assessment of students' portfolios by the English faculty at midterm and at the end of the course; (2) a portfolio scoring guide; (3) questions for in-class writing during one particular week of the semester; (4) a juror's rating sheet; (5) the midterm portfolio evaluation form; (6) a writing tutor review sheet and referral form; and student comments about the portfolio assessment process on (7) the Juneau campus and (8) the Ketchikan campus of the University of Alaska Southeast. (RS)

ED 349 552 CS 213 465

Frisk, Philip Justin
Rap Music and the First-Year Writing Curriculum.
PUB DATE- Mar 92

copy prior to publication, and the educational, professional, and advising experience of the advisers. Two hundred and thirty questionnaires were returned, for a response rate of 53%. Results indicated that: (1) adviser characteristics (notably experience and affiliation with professional associations) were clearly associated with newspaper autonomy; (2) papers supported through advertising were better able to run stories on birth control, abortion, sex, and stories critical of school administration; (3) papers which made a profit were less likely to be screened by administrators; and (4) profitable papers had fewer stories killed by administrators and were less likely to allow teachers to screen stories about themselves. Findings suggest that journalism teachers should place greater emphasis on teaching about the economics of newspapers, as well as about their editorial operations, and that advisers concerned about free expression should carefully consider the role of administrative subsidies for the papers they advise. (Three tables of data and 18 notes are included; the questionnaire is attached.) (Author/RS)

ED 349 571   CS 213 528

Bodle, John V.
Are Student Newspapers as Readable, Interesting and Thorough as Community Newspapers? A Content Analysis of Student and Community Daily Newspapers.
PUB DATE- Aug 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Comparative Analysis; Content Analysis; Higher Education; Information Sources; *News Writing; *Readability; *School Newspapers; *Student Publications; Text Structure
IDENTIFIERS- *Community Newspapers; Flesch Reading Ease Formula; Journalism Research

A study compared six midwestern United States campus newspapers with their respective general circulation newspapers. A content analysis of these publications was designed to determine whether local news stories in daily student newspapers are as readable, interesting, and thorough as those found in general circulation daily newspapers. The daily student newspaper and the daily newspaper of general circulation in each of the six communities chosen for geographic diversity in the Midwest were sampled during four consecutive weeks. Results indicated that: (1) student newspapers and community dailies had more similarities than differences when the two types of newspapers were compared for readability and story interest levels; (2) neither laboratory nor independent student newspapers received a clear-cut advantage in issues of readability and interest scaling; and (3) student newspapers at large schools used more personal words and personal sentences than newspapers at smaller schools. (Thirteen tables of data and 29 footnotes are included.) (RS)

ED 349 572   CS 213 529

Sorury, Kathryn L., Comp.
Twentieth Century Middle Eastern Fiction, Poetry and Drama in English Translation by Arab, Iranian, and Turkish Women: A

(6) Elaboration de lecons (lesson plans); (7) Evaluation; (8) Apres l'ecole (after school); and (9) Aide et materiel didactiques (teaching materials and resources). (SR)

ED 349 591 CS 507 913

Burrowes, Carl Patrick
Twenty Years of Cultural Imperialism Research: Some Conceptual and Methodological Problems.
PUB DATE- May 92
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Audiences; *Communication Research; Cross Cultural Studies; Cultural Interrelationships; *Culture Conflict; Developing Nations; Higher Education; *Ideology; *Imperialism; *Mass Media Effects; Political Power; *Research Problems
IDENTIFIERS- *Cultural Hegemony; Jamaica; Third World

While the notion of "cultural imperialism" has received significant attention in communication studies since the early 1970s, researchers have ignored analyses of message systems and audience cultivation in favor of institutional analysis. Likewise, researchers have concentrated on the technologies, media products and processes of Western exporting countries with little concomitant concern for importing countries. These biases stem from a mechanistic model of social processes along with a non-symbolic, materialist conception of culture, viewed as synonymous with technologies, ideologies, or commodities. Previous critics have also failed to question the radicalism of scholars who would preserve the Third World cultures from Western encroachment. Furthermore, the cultural imperialism paradigm presents some serious problems in terms of data measurement and research design models. In brief, the cultural imperialism model, while yielding extensive and often useful analyses, so far has explicated little on the specifically cultural dimensions of relations between nations or between media and their audiences. An examination of popular music in one Third World country, Jamaica, shows how human creativity, exercised even by politically powerless people, can wreak havoc with facile assumptions held by proponents and opponents of imperialism. The current debate revolves largely around moral questions, and unless significant methodological shifts occur, this debate is unlikely to be settled on an empirical basis. (Sixty references are attached.) (HB)

ED 349 592 CS 507 914

Ikeda, Tomoko; Beebe, Steven A.
A Review of Teacher Nonverbal Immediacy: Implications for Intercultural Research.
PUB DATE- May 92
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

Section A of the Media and Law section of the proceedings contains the following nine papers: "RICO and the First Amendment: Racketeering Laws Threaten Free Expression" (Matthew D. Bunker and others); "Press Coverage of the Federal Appellate Courts: Technology and a Shared Notion of Newsworthiness" (Rebekah V. Bromley); "The Evolution of Illinois Defamation Law over 102 Years" (Steven Helle); "Press Shortcomings on Commentary on the 2 Live Crew Obscenity Ruling" (Linda Lumsden); "Playing with Fire: An Historical and Legal Analysis of Cross Burning from the Scottish Highlands to St. Paul, Minnesota" (Linda Lumsden); "The Impact of 'Leathers v. Medlock': An Analysis of the Law of Media Taxation" (Cathy Packer); "The Mortgage Redlining Controversy: 1972-75: National People's Action Takes on the Lenders and Wins Anti-Discrimination Legislation in Congress. A Case Study in Social Problems and Agenda Building: The Role of Reformers, Lawmakers and Media in Public Policy Making" (Kirk Hallahan); "Violations of Open Meetings Laws: Statutory Provisions and Courts' Enforcement" (Milagros Rivera-Sanchez); and "A Content Analysis of Pre-Trial Crime News Stories' Violations of the American Bar Association's Fair Trial-Free Press Guidelines" (Maria B. Marron). (RS)

ED 349 612 CS 507 959

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part V: Media and Law, Section B.
PUB DATE- Aug 92
NOTE- 337p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Competition; *Court Litigation; Foreign Countries; *Freedom of Speech; Journalism; Legal Problems; *Libel and Slander; *Mass Media; *Mass Media Role; Press Opinion; State Courts; Stranger Reactions
IDENTIFIERS- *Federalists; First Amendment; Legal Rights; *Supreme Court

Section B of the Media and Law section of the proceedings contains the following nine papers: "The Professional Person as Libel Plaintiff: Reexamination of the Public Figure Doctrine" (Harry W. Stonecipher and Don Sneed); "The Anti-Federalists and Taxation under the Free Press Clause of the First Amendment" (Brad Thompson); "Independent State Constitutional Analysis in Defamation Litigation: State High Court Decisions, 1986-1991" (James Parramore); "(Don't) Express Yourself: Can State Constitutions Protect Freedom of Speech and the Press during the Rehnquist Years? A 50-State Survey of Free Speech Provisions and a Digest of Selected States and How They Might Fare" (Nancy K. Bowman); "Inquiring Minds Have a 'Right' to Know: The Role of Tautology in Private Facts Cases" (Elizabeth M. Koehler); "Ideological Exclusion of Foreign Communicators: The Lingering Shadow of a McCarthy Era Xenophobe" (Yuming J. B. Hu); "Supreme Court Justice Sandra Day O'Connor's First Amendment Approach to Free Expression: A Decade in Review" (Robyn S. Goodman); "The Scope of Independent Appellate Court Review in Public Figure Libel Cases" (Paul Driscoll); and "Broadcasters and Non-Compete Clauses: Win, Lose or Draw a Lawsuit" (Sue Carter). (RS) schools. Statewide public forums in spring 1991 identified professional development, school organization, collaboration, and state regulations as issues of concern. Profiled are the needs and social and emotional, cognitive, and physical characteristics of young adolescents. Using this information and a study of the publication "Turning Points," the task force developed a checklist that constitutes its vision for exemplary middle schools. Areas of discussion and recommendations include collaboration of services, school as a health-promoting environment, developmentally appropriate curriculum and resources, elimination of tracking. and preparation and certification of middle-school professionals. (Contains 23 references.) (RR)

ED 349 632 EA 024 187

Shreve, Robert P.
History of Ohio's County Boards of Education. 75th Anniversary, 1914-1989.
PUB DATE- Jun 89
NOTE- 148p.; Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Administrator Responsibility; *Board of Education Role; *Boards of Education; *County School Districts; Elementary Secondary Education; *School District Reorganization; State Action; *State Legislation; *State School District Relationship; Statewide Planning; Superintendents
IDENTIFIERS- *Ohio

A historical overview of Ohio's county boards of education is provided in this document. State legislation passed in 1914 provided statewide school standards, established the county boards of education, and outlined the county superintendent's qualifications. The new boards' major responsibilities included teacher supervision and the reorganization of rural districts through centralization. Chapter 1 explains how counties in Ohio were established, and chapter 2 describes the early schools. The Ohio School Survey of 1913, which led to the passage of the "New School Code" in 1914, is described in the third chapter. Chapters 4 and 5 present information on the establishment of the county boards of education and the early years of the county school districts. Chapters 6 through 11 examine how the county boards and the dominant administrative issues changed during the Depression years through the present. Chapter 12 focuses on the boards' function as a vital learning link in providing a variety of cost-effective services. Chapters 13 and 14 describe past board accomplishments and offer recommendations for the future. Two tables, one figure, and two photographs are included. Appendices include sections of the 1914 "New School Code" and a list of county superintendents (1914-1989). (Contains 56 references.) (LMI)

ED 349 633 EA 024 188

Northwest Territories Education: 1991 Annual Report.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Boards of Education; *Canada Natives; Certification; Cultural Education; Distance Education;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Agency Cooperation; Compliance (Legal); *Educationally Disadvantaged; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Homeless People; Social Services
IDENTIFIERS- *Maine

Guidelines for developing strategies and policies that ensure equal access to education for Maine's homeless children and youth are provided in this document. The first part outlines factors that place students at risk for homelessness. The second part focuses on developing effective school policies and strategies to help homeless children gain equal access to a quality education. Individual sections offer information on the following: school selection; enrollment/identification; attendance and delivery of services; request and release of school records; contact with external agencies; and coordination of internal and external comprehensive services. Each section provides a checklist of indicators to assess a school's effectiveness in meeting the needs of homeless children. Because many issues involve legal compliance, a law or regulation is cited if action is required. (LMI)

ED 349 654 EA 024 255

Mentz, Paulus J.
The Influence of John Dewey on Curriculum Development in South Africa.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Curriculum Development; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Foreign Countries; *Instructional Development; *Learning Theories; Models; Social Change
IDENTIFIERS- *John Dewey; *South Africa

The influence of John Dewey's educational theory on curriculum development in South Africa is examined in this paper. The two main streams of thinking about curriculum theory in South Africa include the traditional perspective, which is heavily influenced by the national Christianity movement, and the alternative curriculum development perspective. A conclusion is that John Dewey influenced the two perspectives of curriculum theory in South Africa; however, the traditional field has widely criticized its humanistic and pragmatic orientation. The alternative field has widely accepted Dewey's focus on integrating students' social needs with the curriculum and on using curriculum as an instrument for social change. This view is also congruent with the educational goals of the African National Congress (ANC). At a stage when social and educational problems in the republic are addressed by diverse groups, Deweyan theory might provide some answers and certainly some obstacles. (Contains 39 references.) (LMI)

ED 349 655 EA 024 256

Visscher, Adrie J.; Bos, Klaas Tj.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Involvement; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Goal Orientation; *Public Schools; *School Districts; *State Legislation; *State School District Relationship
IDENTIFIERS- *Alaska; Strategic Planning

Alaska Statute 14.03.120 mandates that each school district file an annual educational planning report that establishes its educational improvement goals and priorities and outlines strategies for achieving and measuring these goals and for ensuring community participation. Although each district has developed its own goals, strategies, and measurements, the plans share a deep concern for improving the quality of education for Alaska's children. Similar goals include integrated curricula with defined learner outcomes; improved communication among schools, public agencies, families, and the local community; and focus on helping students reach their full potential by raising expectations for student achievement. Implementation strategies commonly address the alignment of competency-based curricula supported by appropriate instructional methods and assessments and offer specific staff professional development opportunities and outreach programs supporting parenting and community involvement. School districts are using similar measurement totals focusing on student and program outcomes (such as a mandated testing program for the fourth, sixth, and eighth grades) and evaluating completed projects and implemented programs. All 54 districts and Mt. Edgecumbe High School have encouraged public participation in developing educational plans. Individual district plans are presented. Also included are a glossary of terms and a list of Alaska public school districts and superintendents. (MLH)

ED 349 676 EA 024 282

Choice and Innovation in K-12. A Report by the Governor's Commission on School Choice.
PUB DATE- Mar 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; Early Childhood Education; *Educational Innovation; *Educational Vouchers; Elementary Secondary Education; Expenditure per Student; *Private Schools; *Public Schools; Resource Allocation; *School Choice; *State Action
IDENTIFIERS- *Alaska

In spring 1991, Alaska Governor Walter J. Hickel appointed a Commission for School Choice and charged it with recommending choice options most appropriate for the state. This report first summarizes the commission's findings: (1) public support for more choice in education is ambivalent; (2) Alaskan public education needs improvement; (3) neighborhood schools are free and convenient; (4) Alaska's private schools reflect a strong parental commitment to choice in education; (5) Alaska's public schools are all very similar; (6) some effective education choices are available in Alaska's urban public schools; (7) education choices in rural Alaska are very limited; (8) early

IDENTIFIERS- *Strategic Planning

Rather than describing shortcomings of educational planning or proposing new techniques, this paper draws on a 25th anniversary International Institute for Educational Planning seminar to show why planning is more dispensable than ever. Planning units should be strengthened and enabled to collect and analyze data, help detect major trends and developments, and assist decision-makers with a framework for programming activities. Educational planning should cease to be one ministry's monopoly and become the common concern of all major government departments and educational institutions. Educational planning must contend with intense global political changes; accelerating population growth; austere economic and financial conditions; and an educational context characterized by diversified supply and demand, lack of large-scale, inspiring projects, and persistent centralized educational bureaucracies. Current planning practices range from global indicative planning to strategic planning, subsector planning, programming, and project preparation for short-term objectives. Planners must know societal trends, communicate with political leaders, make plans more flexible, allocate educational improvement resources efficiently, and have access to essential information. Planners' responsibilities are outlined, and consequences for training and research are discussed. (MLH)

ED 349 696 EA 024 312

Hallak, Jacques
Educational Policies in a Comparative Perspective: Suggestions for a Research Agenda. IIEP Contributions, No. 6.
PUB DATE- Sep 90
NOTE- 28p.; Paper presented at the Working Conference on the Comparative Study of Educational Systems (Washington, DC, September 13-14, 1990). Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Educational Finance; *Educational Planning; *Educational Policy; *Educational Trends; Foreign Countries; *Government Role; Higher Education; International Cooperation; *Research Needs; Secondary Education
IDENTIFIERS- *Europe (West); Standardization

Over recent decades, comparative analyses of educational problems or policies have become more common. This paper, which focuses on Western European countries, argues that comparative studies that are carefully designed, conducted, and used are essential for the improvement of educational policy and decision making. Comparative analyses are becoming mandatory for many governments due to steadily increasing international communication and interdependence, which generates a growing need for standardization, consistency, and compatibility in all fields. Also the effects of "Europeanization" and accelerated sociopolitical changes in Eastern Europe must be considered. Given the central policy roles of governments in all countries, the state's evolving role is a high-priority concern. By exploring common, specific trends in different contexts and their respective implications, comparative studies can help elucidate the possibilities and limits for state and public agency improvement efforts. The functions of financing, administration and management, quality control, and regulation evolving in industrialized countries in Europe, America, and the Pacific are discussed, along with implications for charging one segment of the education system. Three major perspectives shaping future services are discussed: (1) children with ADD are currently in both general and special education programs; (2) these children are at greater risk of developing learning and/or behavioral problems; and (3) all teachers and administrators should seek information on how to meet the needs of these children. The document notes the prevalence and characteristics of ADD. It recommends a two-tiered process of evaluation, in which the child is diagnosed as having ADD and then the degree to which the child's educational performance is adversely affected is determined. The guide encourages the use of prereferral intervention and teacher assistance teams, multidisciplinary approaches, professional collaboration, frequent parent/professional and professional/professional communication, a positive school climate, and continuing education and staff development. Classroom strategies that help children focus on learning tasks are outlined, along with classroom strategies that accommodate different abilities to maintain attention and keep activity within certain levels. The guide concludes with a list of individual, organizational, and printed resources. (Contains 20 references.) (JDD)

ED 349 717 EC 301 452

Pfeiffer, Linda Jo
A Therapeutic Program To Improve the Body Image of Pre-Puberty Exceptional Education Girls.
PUB DATE- 31 May 92
NOTE- 78p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescent Development; *Art Therapy; *Body Image; Cooperative Learning; *Emotional Disturbances; Group Instruction; Health Education; Individualized Instruction; Intermediate Grades; Menstruation; Nutrition; Physical Development; *Preadolescents; Self Concept; *Teaching Methods

This practicum designed and implemented a body image improvement program for seven severely emotionally disturbed latency-aged girls. Students participated once per week for 12 weeks in individual art therapy and in group sessions. The practicum incorporated therapeutic art activities with verbal interactions and utilized human growth films, cooperative learning techniques, and child care personnel from outside agencies. Major issues addressed included cooperation and sharing, health, nutrition and hygiene, puberty and the onset of menstruation, increased body awareness and acceptance, and the acquisition of a more accurate perception of physical self. The individual art therapy sessions allowed for the reinforcement of new concepts and ideas and discussion of questions, concerns, disclosures, and revelations as they arose. Results suggested that participants developed a greater awareness of the physical and emotional changes associated with puberty, an understanding of proper nutrition for young girls, and an improved perception of the physical self. Appendices contain a body image observation checklist and a sample permission letter to parents. (36 references) (Author/JDD)

ED 349 718 EC 301 453

Monahan, Patrick R.
Developing and Implementing a Transition to High School Program

85% of White students felt they learned a lot from their classes for the gifted. While a small percentage of Black students indicated more negative attitudes by peers, this was offset by more White students who felt left out of activities by their friends and who were teased about being in the gifted program. The paper concludes with suggestions for including more Black students in programs for the academically gifted. An appendix contains comments by gifted Black students and bar graphs depicting responses by Black and White students on each questionnaire item. (JDD)

ED 349 737   EC 301 482

Fenichel, Emily, Ed.
Drug Exposed Infants and Their Families.
PUB DATE- Sep 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Alcohol Abuse; Cocaine; *Congenital Impairments; *Counseling Techniques; *Drug Abuse; Early Intervention; Foster Family; Health Services; Infants; Mass Media; Models; Parent Child Relationship; Parent Education; *Prenatal Influences; Residential Programs; Smoking; *Substance Abuse; Tobacco; Videotape Recordings
IDENTIFIERS- *Fetal Alcohol Syndrome; *Fetal Drug Exposure

This bulletin issue addresses the theme of drug-exposed infants and the services required by these infants and their families. "Cocaine-Exposed Infants: Myths and Misunderstandings" (Barbara J. Myers and others) comments on the negative accounts of drug-exposed babies presented by mass media and reviews the mix of positive and negative findings actually revealed by research. "Interventions To Strengthen Relationships between Infants and Drug-Abusing or Recovering Parents" (Jeree H. Pawl) presents case studies to illustrate that, to improve the lives of young children and parents affected by drug use, practitioners need to pay as much attention to the qualities of the relationship of parent and child as to the drug use itself. "Integrating Parent Support into Residential Drug and Alcohol Treatment Programs" (Cathie Harvey and others) describes inservice training for staff members and workshops for resident mothers who are addicted to alcohol and drugs. "Foster Parenting the Drug-Affected Baby" (Ellen White) examines the types of support that help foster parents care for drug-affected infants, sources of such support, and strategies to find supports that are not readily forthcoming. "Working with Addicted Women in Recovery and Their Children: Lessons Learned in Boston City Hospital's Women and Infants Clinic" (Margot Kaplan-Sanoff and Kathleen Fitzgerald Rice) describes a "one-stop shopping" model to offer health services for parent and child, developmental services, drug treatment, and case management for cocaine-exposed children and their drug-involved families. "Peer Support for Service Providers" (Sandy Sachs) describes a peer support group developed for early intervention providers in substance abuse treatment programs. "Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Effects (FAE): A Lifespan View, with Implications for Early Intervention" (Heather Carmichael Olson and others) helps care providers shape realistic expectations and gives new ideas for their work with fetal alcohol-affected children and their families. "Tobacco Control Advocacy: Winning the War on Tobacco" (Michele Bloch) reviews the health hazards and demographics of tobacco use and discusses the tobacco industry's strategies to oppose health promotion. The bulletin sources, specifically nonmedical personnel and facilities, for child find and public awareness purposes; (3) practices found ineffective in communicating with primary referral sources for child find and public awareness purposes; (4) communication from agencies and primary referral sources to families; and (5) gaining feedback about communication with primary referral sources and evaluating outcomes. Attachments include the survey questions, a list of respondents and reviewers, a list of 11 selected publications and materials, and a reprint of a list of over 65 "Selected References" from "Promoting Health through Part H." (JDD)

ED 349 755 EC 301 501

A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State.
PUB DATE- Jul 92
NOTE- 104p.; For the 1990 edition, see ED 327 042.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Due Process; Educational Legislation; Educational Practices; Elementary Secondary Education; Eligibility; Federal Legislation; *Handicap Identification; Individualized Education Programs; Parent Participation; Parent Rights; *Parent School Relationship; Parent Teacher Cooperation; Record Keeping; Referral; School Responsibility; *Special Education; Student Evaluation; *Student Rights
IDENTIFIERS- Individuals with Disabilities Education Act; *New York

This guide is designed to provide parents with the knowledge they need to ensure appropriate educational programs for students (ages 5-21) with disabilities. It describes the special education process, programs, services, and the rights of children with disabilities in New York State to a free appropriate public education in accordance with the Individuals with Disabilities Education Act of 1990. The guide has been revised to reflect changes in Education Law and Regulations of the Commissioner of Education made through March 1, 1992. Part I provides information related to the special education process, including a historical view of student rights, regular and special educational services, steps in the process from referral to triennial evaluation, due process procedures, and preparation for future education and employment opportunities. Part II is a practical handbook which includes suggestions for record keeping, participation in a parent/school partnership, and resource materials. At the end of each section, a summary of due process procedures relevant to that section is provided. A list of frequently used acronyms is provided, and lists of other resources are also presented, including New York State Early Childhood Direction Centers, special education training and resource centers, Office for Special Education Services (OSES) Regional Offices, and a checklist of publications available from the OSES. (JDD)

ED 349 756 EC 301 502

McLeod, Terry M.; Kolb, Thomas L.
Social Skills and Success in the High School Mainstream: A Comparison of Teachers' and Students' Perceptions.

Education Programs; *Legal Responsibility; Mainstreaming; Parent Rights; Parent School Relationship; Preschool Education; Pupil Personnel Services; *Special Education; Student Placement; Trend Analysis

A panel of four education experts selected the 15 most important court cases of 1990 in the field of special education, based on review of approximately 100 reported decisions. The cases deal with attorney's fees, the need to exhaust administrative remedies before taking discipline cases to court, least restrictive environment, reimbursement for placement of student in private school or residential program, and related services. A group of supplementary cases, also felt to deserve mention and review, is also presented. These focus on handling of dangerous students, funding, placement in school closest to home, monitoring reports as public records, parents' right to tape record Individualized Education Meetings, interpretation of policy concerning related services, and parents' rights to sign language interpreting during meetings. The issue of whether litigation will decline in the 1990s is briefly discussed. (JDD)

ED 349 777 EC 301 524

Physical Education and Sports: The Unfulfilled Promise for Students with Disabilities.
PUB DATE- Aug 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Adapted Physical Education; *Athletics; *Change Strategies; *Disabilities; Early Intervention; Educational Change; Elementary Secondary Education; *Mainstreaming; Models; Physical Activities; *Physical Education; Preschool Education; Teacher Certification; Teacher Qualifications

This bulletin highlights the proceedings of an Action Seminar on Physical Education and Sports for Students with Disabilities, sponsored by the National Association of State Directors of Special Education (NASDSE). The seminar explored barriers that hinder children with disabilities from participating in appropriate school physical education programs and recommended strategies to seek solutions to the situation. The goal, belief statements, and long-term objectives of the seminar are outlined. Barriers that were identified included such factors as failure to accept the philosophy of full integration and failure of Individualized Education Programs to reflect the need for physical education services. Early intervention is viewed as the key to maximum benefits of physical education. General guidelines are offered for qualification of personnel who can provide physical education services to students with disabilities, and the issue of certification is discussed. Several model programs are described. Strategies for action are then presented, grouped according to organizational responsibility, including NASDSE, the National Consortium on Physical Education and Recreation for the Handicapped, Special Olympics International, the Office of Special Education Programs of the U.S. Department of Education, institutions of higher education, state and local education agencies, and parent advocacy groups. Sections of the Individuals with Disabilities Education Act that relate to physical education and athletics are printed, with comments. (JDD)

ED 349 778 EC 301 525

ED 349 799 FL 020 513

Heinze, Karin U.
Cross-Cultural Discourse Analysis and Business/Economics Informational Texts.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; Contrastive Linguistics; *Cultural Awareness; *Discourse Analysis; *Economics Education; English; German; *Languages for Special Purposes; Second Language Instruction; Written Language
IDENTIFIERS- *Textual Analysis

This paper addresses an analysis of cross-cultural discourse within the realm of business and economic informational texts. The study is based on the findings of Michael Clyne, who analyzed the organization of linguistic and sociological texts written by English and German speakers, for academic purposes. The paper outlines the premise and the results of Clyne's research and attempts to apply his findings to contrastive analysis of business and economics informational texts in German and English taken from two periodicals. The analyses conducted indicate the existing differences between English and German written discourse within the realm of business and economics informational texts. It is suggested that it is necessary to go beyond this level of cross-cultural discourse analysis and to consider the implications the findings have on the teaching of reading and writing, especially in courses of languages for special purposes. (JL)

ED 349 800 FL 020 515

Wong, Penelope Ann
Exploring America: An Ethnographic Unit in an ESL Curriculum.
PUB DATE- Mar 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *English (Second Language); *Ethnography; *Language Skills; Listening Skills; Oral Language; Reading Skills; *Skill Development; *Units of Study; Writing Skills
IDENTIFIERS- Content Area Teaching; *North America

An American culture curricular unit is described for an integrated skills content based course of an intensive English program. There are five components to the unit, including: (1) listening and speaking; (2) reading and writing; (3) fieldtrips; (4) academic study skills; and (5) English-as-a-Second-Language (ESL) students as amateur ethnographers. It is through the process of acting as amateur ethnographers and learning about American culture that ESL students master the various skills and activities in these components. The unit has been found to be successful for ESL students in two significant ways: (1) it is an excellent means of helping them develop their English language skills, and (2) it has provided students

ED 349 820   FL 020 639

Allegro, Annalisa
The Assessment of Alternative Certification Practices. Panel Presentations.
PUB DATE- Aug 92
NOTE- 21p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Higher Education; *Language Teachers; Limited English Speaking; Models; Program Descriptions; Second Language Instruction; Second Language Learning; State Programs; *Teacher Certification; Teacher Supervision
IDENTIFIERS- *New Jersey

This panel discussion focuses on alternative teacher certification. Alternative certification is a way of becoming a bilingual education or English-as-a-Second-Language (ESL) teacher without completing a preservice college program. It has three areas: formal instruction, school-based supervision, and evaluation. It serves the purpose of more rapidly increasing the pool of bilingual education and ESL teachers. Annalisa Allegro describes a model of alternative certification in New Jersey. Migdalia Romero deals with a framework for alternative certification. Elena Izquierdo describes the District of Columbia's "Retooling Initiative" for meeting the demands of language minority students. The initiative was aimed at certified teachers with classroom experience and demonstrated competency with the goal of reequipping them to perform new roles. Barbara Clements comments on the discussion of the three panelists, titling her comments "the pros and cons of alternative certification for bilingual teachers." (VWL)

ED 349 821   FL 020 640

Garcia, Eugene
Teachers for Language Minority Students: Evaluating Professional Standards.
PUB DATE- Aug 92
NOTE- 33p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; Educational Trends; Elementary Secondary Education; *Futures (of Society); Instructional Effectiveness; *Language Teachers; *Limited English Speaking; *Standards; *Teacher Certification; Teacher Education
IDENTIFIERS- *Language Minorities

The purpose of this discussion is to utilize data generated by the policy debate regarding the education of language minority students in the United States in order to assess current understanding of who the students are that teachers are serving, what types of instruction these students are presently receiving, and what types of teachers are presently serving

(142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; Cooperation; Course Content; *Curriculum Development; Curriculum Evaluation; *Departments; *Educational Planning; Foreign Countries; Instructional Improvement; Intermediate Grades; Meetings; *Modern Languages; National Programs; *Organizational Communication; Program Administration; Secondary Education; *Second Language Programs; Staff Utilization; Teaching Methods
IDENTIFIERS- *United Kingdom

This guide to departmental planning in British secondary school modern language programs offers suggestions for producing effective work and curriculum plans. An introductory section outlines the reasons for departmental planning and discusses briefly the format and content of effective staff meetings. The second section addresses common administrative and instructional issues in the implementation of Britain's complex national curriculum and proposes a gradual approach to implementation by identification of priorities and setting of realistic planning targets. Section 3 begins this process with a method of planning for departmental development, including sample short- and medium-to-long-term plans and specific related activities. Sections 4 and 5 provide outlines of: (1) policy considerations for staff assignment and workloads; and (2) the statutory features of the national curriculum that must be incorporated into curriculum planning. The next section describes and illustrates a method of curriculum evaluation, including appropriate forms, and, finally, section 7 discusses planning for course content not specified for modern languages in the national curriculum in greater detail. Appropriate forms are provided and related preparatory activities are described. (MSE)

ED 349 842 FL 020 667

Pickering, Robin
Planning and Resourcing "A" Level French: A Handbook for Teachers.
PUB DATE- 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Courses; Class Activities; Classroom Techniques; Communicative Competence (Languages); Course Content; *Curriculum Development; Educational Objectives; Educational Strategies; Foreign Countries; *French; Grammar; Heterogeneous Grouping; *Instructional Design; *Instructional Materials; Listening Skills; Media Selection; Multilevel Classes (Second Language Instruction); National Programs; Reading Instruction; Secondary Education; Second Language Instruction; *Second Language Learning; Skill Development; Speech Skills; Student Evaluation; Writing Instruction
IDENTIFIERS- *United Kingdom

This handbook provides a detailed discussion of curriculum design for advanced French language instruction in British secondary schools, intended to assist in planning during a period of rapid educational change and newly mandated curricula. An introductory section offers background information on those developments, both statutory and philosophical, in British education, including syllabus content, heterogeneous grouping, emphasis on communicative skills, and encouragement of student

Students; Trade and Industrial Education; *Welding; Writing Skills
IDENTIFIERS- Texas

This document contains a curriculum guide and lesson plans for a general mechanical repair course with three sections: minor automotive maintenance, small engine repair, and welding. The curriculum guide begins with a matrix that relates the lesson plans to essential elements of math, science, language arts, and social studies and to Texas Assessment of Academic Skills objectives. Next are listed the common essential elements of trade and industrial education, followed by an instructional delivery outline for the three sections, listing the topics of instruction, essential elements, materials, and number of hours. Unit and specific objectives are given. An appendix provides modification techniques for special populations and 26 references. The lesson plans for minor automotive repair, small engine repair, and welding contain the following elements for each topic: essential element(s); type of lesson; unit objective; specific objectives; tools and equipment; materials; teaching aids; references; introduction/motivation/warm-up; teacher activities; student activities; evaluation/verification; and summary/closure. Appendix A provides answers to assignment sheets, and appendix B gives answers to the competency test. (NLA)

ED 349 380 CE 061 028

Hamlin, Larry
General Mechanical Repair. Minor Automotive Maintenance, Small Engine Repair, and Welding: Competency Test Package.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 113p.; For related documents, see CE 061 027-029.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Auto Mechanics; Basic Skills; *Competency Based Education; High Schools; Job Skills; Machine Repairers; *Minimum Competency Testing; Occupational Safety and Health; Repair; *Small Engine Mechanics; Trade and Industrial Education; *Welding
IDENTIFIERS- Texas

This document contains the competency test package for three sections of a general mechanical repair course: minor automotive maintenance, small engine mechanics, and welding. Following a list of the common essential elements for trade and industrial education, competency tests for the three sections are provided. Each test includes unit name, unit objective, directions, and test questions. Section 1 contains 13 units: automotive shop safety; engine principles; fuel system operation and repair; electrical system; ignition system; lubrication systems; engine cooling system; exhaust system; wheels and tires; brake and bearing systems; frame, suspension, and steering; drive line; and cleaning the car. For section 2 six units are provided: engine principles; principles of carburetion; lubrication systems; starter systems; measurement and instruments; and troubleshooting. Section 3 is composed of six units: introduction to welding; oxyacetylene welding positions and applications; using the cutting torch; introduction to shielded metal arc welding; welding joints and positions; and metallic inert-gas welding. Tests contains essay, multiple choice, fill-in-the-blanks, true or false, and matching questions. (NLA) new basic skills into vocational education?); (2) practical problem (action that can help address the perennial problem); (3) justification for lesson; (4) learner outcome; (5) instructor resources; (6) teaching strategy modeled; (7) lesson plan (content, new basic skills, process, application objectives); (8) teaching-learning interaction (introduction and steps to guide the teacher educator through the lesson); (9) debriefing strategies (options for summarizing the lesson); (10) evaluation options; and (11) individualized learning plan. Handouts are provided at the end of each lesson. An instructor resources section at the end of the book contains transparencies and handouts suitable for photocopying. (YLB)

ED 349 400 CE 061 862

Love, Cathleen T.; Gloeckner, Gene W.
Integrating Basic Skills into Vocational Teacher Education Curricula: Book 3--Reality of Learners.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 142p.; For books 1-5, see CE 061 860-864.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adults; *Basic Skills; Behavioral Objectives; *Cognitive Style; Curriculum Guides; Higher Education; Individualized Education Programs; Instructional Materials; *Integrated Curriculum; Learning Activities; Lesson Plans; *Preservice Teacher Education; Secondary Education; Social Background; *Special Needs Students; Student Evaluation; Teacher Student Relationship; Teaching Methods; *Vocational Education; Vocational Education Teachers

This curriculum guide for vocational teacher education focuses on the reality of learners and specifically on how to help teachers understand how societal conditions and stereotyping affect youth in the public schools. Introductory materials include a project overview, mission and goals of the curriculum, belief statements, curriculum format, information on preparation and time issues, definition of new basic skills, and a guide to lesson categories. This book contains four lessons: Social Conditions of Youth; Learning Styles; Special Populations; and Teaching the Adult Learner. Each lesson format is identical, and each category within a lesson has its own icon, for ease in locating the category in any lesson. Lesson categories are as follows: (1) perennial problem (for this curriculum, what should be done about integrating the new basic skills into vocational education?); (2) practical problem (action that can help address the perennial problem); (3) justification for lesson; (4) learner outcome; (5) instructor resources; (6) teaching strategy modeled; (7) lesson plan (content, new basic skills, process, application objectives); (8) teaching-learning interaction (introduction and steps to guide the teacher educator through the lesson); (9) debriefing strategies (options for summarizing the lesson); (10) evaluation options; and (11) individualized learning plan. Handouts are provided at the end of each lesson. An instructor resources section at the end of the book contains transparencies and handouts suitable for photocopying. (YLB)

ED 349 401 CE 061 863

Love, Cathleen T.; Gloeckner, Gene W.

ED 349 417 CE 061 889

Tech Prep Indiana Training Manual.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Aug 92
NOTE- 665p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Competency Based Education; Course Content; *Curriculum Development; Educational Change; English; Higher Education; High Schools; Inservice Teacher Education; Institutional Cooperation; *Interdisciplinary Approach; Language Arts; Material Development; Mathematics; Postsecondary Education; *Preservice Teacher Education; Program Evaluation; *Program Implementation; Sciences; Staff Development; State Programs; *Teacher Workshops; Teaching Methods; *Technology
IDENTIFIERS- Indiana; Technology Education; *Tech Prep

This manual is designed as a training tool for individuals who are implementing tech prep in Indiana. It is divided into three major divisions. Division I contains general information about tech prep and issues related to its implementation. Its nine chapters summarize relevant legislation, address leadership concerns, explain curriculum development, describe instructional strategies, make suggestions for developing articulation agreements between secondary and postsecondary institutions, discuss issues that may impede implementation, discuss other school reform, and describe program evaluation. Division II contains suggestions for preservice teacher educators and instructional units in English/language arts, mathematics, science, and technology to illustrate the applied academics approach that characterizes tech prep. An interdisciplinary module on bar coding is included that contains abbreviated lesson plans (design briefs) dealing with technology, language arts, mathematics, and science. Division III contains suggestions and materials for conducting inservice workshops for teachers who will be implementing tech prep. Trainer and trainee material are provided for three staff development workshops on curriculum development, identifying tech prep content, and developing tech prep instructional materials. Appendixes include a list of curriculum materials for applied academics, an annotated listing of materials available from the National Tech Prep Clearinghouse, and a list of 125 references. (YLB)

ED 349 418 CE 061 915

Piehl, Ernst
Initial Training and Further Training in the Europe of the Nineties: Current Trends and Perspectives for the Future. Occasional Paper No. 130.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Trends; Foreign Countries; Futures (of Society); International Cooperation; International Educational Exchange; *International Relations; International Trade; Job Skills; *Job Training; *Labor Force Development; Labor Market; Labor Needs; Postsecondary Education; Secondary Education;

The Educational Process in Juvenile Correctional Schools. Review of the Research.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 31 Jan 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Correctional Education; *Correctional Institutions; Correctional Rehabilitation; Delinquent Rehabilitation; Economically Disadvantaged; Educational History; Educationally Disadvantaged; *Educational Objectives; Institutionalized Persons; *Law Related Education; Learning Disabilities; Literature Reviews; Prisoners; Rehabilitation Programs; *Role of Education; Secondary Education; Skill Development; Special Needs Students; Teacher Characteristics; Teaching Methods; *Thinking Skills

Correctional education has a long history dating to 1790. Political, legal, economic, and numerical realities have shaped its direction more frequently than the educational needs of inmates. Education is seen as serving a variety of purposes: behavior control, empowerment, change in personal behavior and values, and reduction in recidivism. The organizational structure--decentralized, bureau model, or correctional school district model--affects the way educational decisions are made and implemented. Traditionally prepared teachers are not equipped to teach in a correctional school and are often unsure about their role. An effective teacher is mature, creative, self-aware, flexible, sincere, and student centered. Students have educational, family, behavior, mental health, and physical problems. A key issue is learning disabilities and deficiencies. The latest trends focus on cognitive skill development and the integration of rehabilitation and education. A key area that has been largely neglected is transition back to the community. Emerging changes in correctional education are linked to needs of confined learners, concepts of personal development, and empowerment. The cognitive model has implications for education in both prevention and rehabilitation efforts. Law-related education can be a vehicle for intrainstitutional cooperation and cooperation between the education, treatment, and corrections systems. (Appendixes include definitions and 136 references.) (YLB)

ED 349 437 CE 061 941

Clark, Don
Improving Workforce Preparation: Lessons from the Career Education Movement.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; *Educational Change; *Educational History; *Educational Improvement; *Educational Needs; Educational Policy; Educational Trends; Elementary Secondary Education; Federal Legislation; Government Role; *Integrated Curriculum
IDENTIFIERS- Career Education Incentive Act 1977

Recent educational reform efforts in the United States have ignored a system-wide articulated plan for preparing students

Methods; *Job Skills; Second Language Instruction

These instructor and student manuals contain the content for a course on getting a job for students of English as a Second Language. The course emphasizes the cultural values and nuances of U.S. culture that students may expect to encounter during the job search and job interviews. Topics covered include exploring cultural assumptions, culture shock and stress, cultural behaviors, and language. The manuals are related to videotapes described in the bibliography. The instructor's manual contains teaching hints along with the content, case studies, a presentation checklist for job interviews, a glossary of cultural terms, and an annotated bibliography of 26 items. The student workbook includes an "exploring cultural values" test, a brainstorming worksheet, a worksheet for documenting the job search, a script for telephone contacts, sample job interview questions, a critique sheet for practicing job interviews, and a glossary. (KC)

ED 349 457 CE 061 971

Eschenmann, K. Kurt; Olinger, Phyllis Barnett
Adults as Dropouts.
PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Community Colleges; *Dropout Prevention; *Dropouts; Needs; *Student Attitudes; *Student Motivation; *Student Personnel Services; Two Year Colleges

A study surveyed 132 adult students at a small, rural community college who had dropped out of school. The purpose of the study was to assess the reasons leading to their withdrawal from school so the data collected could be used to design dropout prevention programs for adult students. Data were gathered through a 21-item questionnaire. The study found that adults faced a series of barriers consisting of lack of funds, lack of time, family commitments, change in career goals, health problems, lowered motivation, lack of consistent transportation, job conflicts, and problems associated with completing graduation requirements or enrolling in a four-year institution. Incentives that were found to enhance adults' chances of continuing their education were the desire for a degree, the desire for job advancement, seeking skills for a new career, and pursuing personal interests. The quality of advisory services given by college advisors also played a role in adult student retention. Recommendations were made to: (1) develop a follow-up procedure to track students who do not pre-enroll for a following semester; (2) provide services such as counseling sessions, peer groups, and referral systems; (3) strengthen the advisory system; (4) help teachers strengthen their motivational skills; (5) develop an assistance system to help adults resolve personal problems; and (6) continue to provide extended learning opportunities. (Contains 13 tables and 8 references.) (KC)

ED 349 458 CE 061 973

Copple, Carol E.; And Others
SCANS in the Schools.
SPONS. AGENCY- Department of Labor, Washington, DC. Secretary's Commission on Achieving Necessary Skills.
PUB DATE- Jun 92
NOTE- 67p.; For related documents, see ED 332 054 and ED 346 348.

for respondents to make comments about various issues, and those comments were used to develop lists of issues that were centerpieces of statewide Delphi meetings of educators and practitioners to prioritize issues. The primary finding was the desire of educators and practitioners to develop some degree of standardization of the curriculum within each of the areas studied--corrections, criminal justice, and fire science. Well-organized and comprehensive training guidelines were being used throughout the state. Related to frustration with lack of standardization was a desire for better articulation between the various organizations that provided public safety education. Since standardization of the three curricula was being pursued, the remaining critical recommendation was articulation and organization of programs to achieve that articulation. (The bulk of the report consists of documents from the three Delphi meetings, curriculum data, instruments, and an expanded executive summary.) (YLB)

ED 349 473 CE 062 063

Tifft, Susan E.
The Challenge: To Enhance the Competitiveness of American Workers through a System of Youth Apprenticeships That Forges Stronger Links between Enterprises and Schools. EQW Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Apprenticeships; Business Responsibility; *Corporate Support; *Educational Change; Educational Policy; Educational Responsibility; Federal Aid; *Government Role; Postsecondary Education; Public Policy; Role of Education; School Business Relationship; *School Role; Secondary Education; State Aid; Teacher Responsibility; Teacher Role; Vocational Education

Youth apprenticeships have the potential to address simultaneously two national dilemmas: how to prepare U.S. business and its workers for a high skills future and how to upgrade the academic skills of all students. The highly successful German model may require some modification to work well in the United States. The biggest change may have to take place in the attitudes of many people who are suspicious of a system that induces students to make career choices at a young age and requires a large amount of government oversight. Apprenticeships will not succeed unless business considers them a sound investment. The first step is creation of incentives for businesses to become partners with schools, hire young people, provide appropriate training, and assume a portion of the cost. For apprenticeships to succeed, schools will have to change their methods, schedules, and assumptions. Teachers must become more knowledgeable about employment and learn to work as partners with the business community; teaching methods must reinforce what apprenticing students learn on the job; the schedule must become more flexible; and schools must provide information regarding benefits to students and their families. The Federal Government can rewrite federal regulations to spell out how youth apprenticeship fits into existing laws, provide subsidies, and pass a national youth service law. Obstacles to change include tracking, union concerns, and lack of student aid. (YLB)

ED 349 492 CG 024 499

Project CAST Evaluation Report. OREA Report.
PUB DATE- Dec 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Prevention; Professional Training; Program Effectiveness; *School Personnel; *Staff Development; *Substance Abuse; Teachers
IDENTIFIERS- *Project CAST NY

The Comprehensive Approach to Substance Abuse Prevention Training Program (Project CAST) was a federally funded pilot project designed to establish, expand, and enhance staff development for educational personnel in substance abuse prevention education. This was to be accomplished by establishing a training program for both instructional and non-instructional staff, as well as developing a guide for integrating prevention techniques and strategies into the everyday responsibilities of staff. Trainees (N=134) included teachers, social workers, paraprofessionals, secretaries, principals, and assistant principals, all of whom took part in a series of training workshops conducted by a team of specialists from Bank Street College. Feedback from participants indicated that the workshops were very useful, and pre- and post-test results showed a marked increase in knowledge. The following two changes were recommended for future implementation of Project CAST. First, a more active recruitment of training participants, particularly non-instructional staff is needed to enlist the targeted number of participants. Second, a greater collaboration between the project director and the curriculum development team is needed during the curriculum design process. This can help to ensure that the end product meets the goals of the project--to develop a staff training curriculum for both instructional and non-instructional staff. (ABL)

ED 349 493 CG 024 500

Desai, Hemant K.
Self Help as an Adjunct to Psychotherapy: Issues of Awareness, Motivation, and Self Actualization.
PUB DATE- 31 May 91
NOTE- 36p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Coping; *Helping Relationship; Motivation Techniques; Self Actualization; Self Concept; Self Evaluation (Individuals); *Self Help Programs; *Social Support Groups

The nature of the processes involved in the phenomena of psychological change and self-development as related to the concept of self-help and mutual aid are examined in this paper. Awareness, motivation, and self-actualization are seen as part of a fundamental process of growth and development. It is suggested that a parallel to the personal growth movement may be found in the grass roots social philosophy of the self-help movement. Two aspects of the self-help movement are examined in detail: an analysis of the literature on the subject and a discussion of the various functions of mutual help groups. The concept of self-help is seen as an idea relevant to coping with interdisciplinary education programs and is geared toward university and college faculty who educate service professionals. Appendices B, C, D, and E offer, respectively: sample needs assessment surveys, staff oath of confidentiality, and release forms; and excerpts from Alabama and Florida state legislation. There are approximately 100 references listed. (ABL)

ED 349 512   CG 024 521

Oates, Martha D.
Death in the School Community: A Handbook for Counselors, Teachers, and Administrators.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Death; Elementary School Students; *Elementary Secondary Education; School Counseling; School Involvement; *School Role; Secondary School Students; Teachers

This book focuses on death in the school community. The first chapter shows the problem to be widespread and examines recent increases in the number of violent deaths. Incidents reported in newspapers and news magazines over the past 12 months are cited. The second chapter discusses the elements of an effective response plan and presents a schema for determining the degree of campuswide trauma schools can expect from a particular death. The duties of a planning task force are addressed and an "action checklist" is provided. The third chapter describes common grief reactions of preschool through high school age students related to particular deaths. The fourth chapter describes techniques and strategies counselors and teachers can use to educate students about death and to facilitate healthy grief responses. The fifth chapter provides detailed information on group counseling with students after a death affects students campuswide as well as with students for whom the death is personal. The sixth chapter illustrates the application of principles and strategies discussed in previous chapters and gives the reader opportunities to practice planning effective responses. A reference section lists all works cited. An appendix presents an annotated bibliography of books, articles, and other resources. (ABL)

ED 349 513   CG 024 522

Salo, Mark M.; Shumate, Stephen G.
Counseling Minor Clients. The ACA Legal Series, Volume 4.
PUB DATE- 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Client Characteristics (Human Services); *Counseling Services; *Counselor Client Relationship; *Counselors; *Ethics; Legal Problems; *Legal Responsibility

This monograph addresses many of the questions mental health professionals find themselves asking when faced with counseling minor clients. The monograph begins by examining how children and adolescents are viewed in the eyes of the law and discusses classroom teacher on alternate Fridays for 20 to 30 minutes. The PAL program was evaluated by a review of the discipline records which indicated a decrease in the number of after-school detentions received by the target group who were classified as behavior problems. Self-esteem in regard to the students' behavior was increased as measured by the Piers-Harris Children's Self-Concept Scale-Revised (1984). Pro-social behavior was also monitored via teacher checklists. Critical thinking skills were utilized in developing lesson plans for each week. Various forms are appended. (ABL)

ED 349 532 CG 024 542

Plichta, Stacey; And Others
Adolescent HIV Education: The Impact of Dating Violence on Sexual Behavior.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Public Health Association (119th, Atlanta, GA, November 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *Battered Women; *Blacks; *Prevention; Program Design; Sexuality; *Violence
IDENTIFIERS- Condoms; *Dating Violence

Often Acquired Immune Deficiency Syndrome (AIDS) programs are based on the assumption that women have control over whether or not intercourse takes place; and, if it takes place whether or not condoms are used. However, those who are in violent relationships may have little or no control over the sexual activity in the relationship. Planned Parenthood of Maryland is in the third year of running a peer-support group program which is designed to prevent Human Immune Virus (HIV) acquisition in adolescents. After the first year's implementation it was clear that dating violence was an issue which needed attention. The second year program was expanded to include a session on dating violence. For the second year's evaluation a section on experiences with dating violence was added. Young black women (N=77), 79% of whom were sexually active completed a questionnaire which included questions on dating violence. Thirty-four percent of the women had experienced one or more episodes of dating violence in the past year and 15% percent had experienced severe dating violence. Group leaders gained the impression that the teenagers perceived the dating violence as normal. It is a matter of great concern that dating violence discouraged behaviors which are related to reducing the risk of contracting AIDS and other sexually transmitted diseases. These differences focused on condom usage, and perceptions of men's and peer's attitudes towards condoms. (ABL)

ED 349 533 CG 024 543

Duffy, Rosemary E.
My First Job: A Work Maturity Certification Course Designed for Adolescents Preparing for Part Time Employment. Work Maturity Manual and Student Handbook.
PUB DATE- 90
NOTE- 49p.
LANGUAGE- English

NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; Discourse Analysis; *English Curriculum; *Freshman Composition; Higher Education; Ideology; *Popular Culture; *Songs; Teaching Methods
IDENTIFIERS- Bartholomae (David); Discourse Communities; *Lyrics; Michigan State University; *Rap Music

Numerous critics have repeatedly called for the use of curricular materials drawn from the learner's everyday world, and for many of today's students, one valuable source is the lyrics of contemporary rap music. In first-year writing courses at Michigan State University, the words to one rap song, "You Must Learn" by the group Boogie Down Productions, have been used with some success. Four student responses to the text of the song demonstrate that students are capable of conceiving more or less "successful readings" of the song. One student sees the song as an attack on traditional middle-class, white-based schooling. Another student picks up on one of the song's points, the traditional curriculum's insult to a black mentality. Another student notices the complaint about the repression of black history, while the fourth student notes that the failing student in the song is labelled as rebellious. A final example illustrates a less successful response to the song in which the student inserts her own points of view rather than identifying those of the lyrics. Rather than dismiss this last student response, however, the teacher should try to discover what motivates it. David Bartholomae has conceptualized methods by which teachers can interpret such responses. Moving beyond Bartholomae's concept, the paper states that such students can be seen as "brainwashed" by dominant ideologies which repress rebellion. These students must be trained to operate in academic discourse models. In short, English teachers cannot evade the critical study of ideologies. (HB)

ED 349 553 CS 213 480

Hughes, Violet M.
Literature Belongs to Everyone: A Report on Widening Access to Literature.
PUB DATE- Jun 91
NOTE- 109p.; Commissioned by the Literature Panel of the Arts Council.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Access to Information; Educational Trends; Foreign Countries; Library Role; *Literature; *Literature Appreciation; *Reading Habits; *Social Class; Unions
IDENTIFIERS- Educational Issues; *Great Britain

This book draws attention to the issue of access to literature and highlights some of its complex aspects--physical, psychological, educational, and economic--to discover ways of

Bibliography.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Authors; *Drama; *Females; *Fiction; Foreign Countries; Literary Genres; *Middle Eastern Studies; *Poetry; Translation; *Twentieth Century Literature
IDENTIFIERS- Arabs; Iranians; Literature in Translation; *Middle East; Turkish People

This bibliography lists poetry, fiction, and drama written by Arab, Iranian, and Turkish women of the twentieth century, some originally written in English and the others in English translation. The first section of the bibliography lists the 67 sources (collections and journals) that were consulted. The second part of the bibliography lists 888 works by various authors. Citations are entered alphabetically by author. (RS)

ED 349 573 CS 213 531

Koncel, Mary A.; Carney, Debra
When Worlds Collide: Negotiating between Academic and Professional Discourse in a Graduate Social Work Program.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Modes; *Graduate Study; Higher Education; Persuasive Discourse; School Surveys; *Social Work; Student Needs; *Writing Instruction; *Writing Laboratories; Writing Research
IDENTIFIERS- *Academic Discourse; Smith College MA; Writing Contexts

This paper describes a writing program designed for graduate students at the Smith College School for Social Work, and also a research project undertaken to identify and analyze the distinctive writing needs of this graduate school population. A major finding was that, although faculty understand the importance of argument and identify it as the skill most lacking in students, many students do not understand argumentation's central role in this discourse world. The curriculum in social work at Smith College is writing intensive, requiring a large number of papers each year along with a Master's thesis, making writing performance an acute need. The writing program includes numerous workshops and plentiful opportunities for individual conferences on drafts. For the study, questionnaires were sent to 120 randomly selected members of the School of Social Work community divided into 3 groups consisting of: (1) 60 social work students from the classes of 1933 and 1992 respectively; (2) 30 social work alumnae from the classes of 1990 and 1991; and (3) 30 full- and part-time faculty members. A 25% response rate was received from each group. Results showed that students who used the writing service did so for a variety of reasons, including lack of confidence. Faculty identified elements of argument, including a clear thesis supported by documented evidence, but only one student noted argument as important. Three of four students felt that writing counseling improved their work. Faculty showed a mixed response about whether course work

DESCRIPTORS- *Classroom Communication; *Communication Research; *Cultural Differences; Foreign Countries; Higher Education; *Intercultural Communication; Literature Reviews; *Nonverbal Communication; Research Needs; *Teacher Behavior; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Communication Behavior; *Teacher Immediacy

This paper reviews research which has focused upon teacher nonverbal immediacy behaviors, and notes implications for additional research which considers culture as a key research variable. Specifically, the paper: (1) reviews and discusses previous research which has investigated nonverbal communication in classrooms, with an emphasis on teacher nonverbal immediacy behavior; (2) highlights cultural variables that are likely to affect nonverbal communication in instructional contexts; (3) reviews and evaluates the previous research in intercultural nonverbal communication; (4) reviews and evaluates studies which have investigated intercultural aspects of teacher nonverbal communication behavior; and (5) offers suggestions for further research. Seventy-nine references are attached. (SR)

ED 349 593 CS 507 916

Jabusch, David M.
Communication Media in Ancient Cultures.
PUB DATE- Feb 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Ancient History; Archaeology; *Communication (Thought Transfer); Cultural Context; Higher Education; *Information Networks; Media Research
IDENTIFIERS- Communication in Societies; Historical Background

Interest in early means of communication and in the uses and kinds of media that existed in ancient cultures is starting to grow among communication scholars. Conversation analysis of these cultures is obviously impossible, so that the emphasis must rest with material cultural artifacts. Many ancient cultures used non-verbal codes for dyadic communication. These cultures also applied their ingenuity to the problem of extending communications across distance and space, including smoke and whistle languages. The distinguishing characteristics of whistle languages have been identified. Trade and transportation networks were widely utilized for extending communication beyond the limits of smoke and whistling. Record keeping, often in extensive library facilities, was the primary method for extending communication over time. A particularly sophisticated method of record keeping was the "quipu" used by the Incas of Peru, a system of knotted cords that somewhat resembled old mops. Artworks, such as painting on ceramic vessels, provide insight into cultural lifestyles and information, and often pottery shards contained short notes. Incised stones were sometimes used for the same purposes. In short, what may have been characterized as pre-literate cultures actually possessed a vast array of communication media that were innovative, flexible, adaptive and functional. (HB)

ED 349 594 CS 507 919

Miller, M. Mark; And Others

ED 349 613 CS 507 960

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part VI: Politics and Mass Media.
PUB DATE- Aug 92
NOTE- 269p.; Small print in one appendix may not be legible. For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Cognitive Processes; Foreign Countries; *Mass Media; *Mass Media Effects; *Mass Media Role; Media Research; Models; News Reporting; *Political Attitudes; Political Campaigns; Political Influences
IDENTIFIERS- Alabama; *Gulf War; *Media Coverage; State Legislators; Television Networks; Voting Behavior

The Politics and Mass Media section of the proceedings contains the following eight papers: "Politics and the War on Drugs: Patterns of News Coverage" (Lisa Brockmeier); "The Challenge of Bearing Witness in Political Reporting: Making the Public Conversational Partners" (Karon Reinboth Speckman); "The Concrete-Avoidance Model: Media, Public Opinion, and the Gulf War" (Karon Reinboth Speckman); "Voters' Reasoning Processes and Media Influences during the Persian Gulf War" (Zhongdang Pan and Gerald M. Kosicki); "Voices of Dissent during the Gulf War: Did the Media Regard the Anti-War Movement as a Legitimate Challenger?" (Suzanne R. Yows); "Constructing News Narratives: ABC and CNN Cover the Gulf War" (Bethami A. Dobkin); "Effects of a One-Week Change in Media Habits on Knowledge and Judgments about Presidential Primary Candidates: A Field Experiment" (M. A. Ferguson and others); and "Election-Year Usefulness of Newspapers and Other Information Sources for Alabama Legislators" (Daniel Riffe). (RS)

ED 349 614 CS 507 961

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part VII: Television.
PUB DATE- Aug 92
NOTE- 265p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045. Some pages contain light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cable Television; Censorship; Foreign Countries; Mass Media Effects; *Mass Media Role; News Reporting; Programing (Broadcast); Sex Differences; Television Research; *Television Viewing
IDENTIFIERS- CNN World Report; Congress; Gulf War; King (Rodney); Local News; Media Coverage; News Releases; *Television News

The Television section of the proceedings contains the following 10 papers: "Financial Commitment and Performance in Local Television News: Applying the Industrial Organizational Model" (Angela Powers); "The Relationship between Censorship and the Emotional and Critical Tone of Television News Coverage of the Persian Gulf War" (John E. Newhagen); "The Dynamics of Television Program Audience Accumulation" (Guy E. Lometti and others); "Development Orientation of Domestic and International

*Educational Assessment; Elementary Secondary Education; Foreign Countries; Management Development; Postsecondary Education; Principals; Program Descriptions
IDENTIFIERS- *Northwest Territories; Partnerships in Education

During 1991, the Department of Education of the Northwest Territories took a number of important steps toward its goal of ensuring the school system reflects the cultures of the people it serves. This report expands on the initiatives the department undertook in 1991. Following introductory statements by the minister and deputy minister, highlights from the Department of Education are presented in the Schools Branch, Advanced Education, and the Directorate. All regions are now governed by boards or divisional boards of education. The main section of the report lists the accomplishments of the 11 boards of education that deal with elementary/secondary education, and of the 5 regions that have advanced education institutions. The final section concerns Arctic College, the only postsecondary educational institution in the region. Among the accomplishments cited in the report are the following: (1) establishment of school-community counsellors who act as liaisons between the school and the community; (2) the use of distance education to offer a greater variety of courses to students; and (3) increased cooperation between Arctic College and the private sector. (MLF)

ED 349 634 EA 024 189

Lancaster, Laura, Ed.
Handbook for Local Goals Reports: Building a Community of Learners.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; *Community Involvement; *Educational Assessment; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Public Schools
IDENTIFIERS- *National Education Goals 1990

This handbook is designed to guide readers in developing a local assessment of the community's progress toward the National Education Goals. It is organized around those questions that the National Education Goals Panel has used to measure national and state progress in its 1991 report. Information in the introduction includes the history of the National Goals and Goal Reports, reasons why local communities should develop a local goals report, and the characteristics that reports should incorporate. Listed in the handbook are the various parts that make up the format of reports. The six goal sections begin with the actual wording of each goal, followed by its objectives. Next are the questions for each community to consider in developing a local goal report. Data useful in measuring attainment of the goal are presented next, followed by suggestions on how to gather similar data for local reports. Finally, at the end of each chapter is a list of sources and contacts that can provide more information on specific topics. This handbook serves as a starting point for the development of a clear vision of where the community stands in relation to achieving the six National Education Goals. (RR)

ED 349 635 EA 024 190

Walsh, Anne, Ed.; Feistritzer, Patricia, Ed.
Capital Wisdom: Papers from the Principals Academy.

Combating Truancy: Can the Computer Help Schools?
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; *Attendance Patterns; Attendance Records; Computer Uses in Education; Foreign Countries; *Information Systems; *School Registration; Secondary Education; *Truancy
IDENTIFIERS- *Netherlands

Findings of a study that examined the effect of a computer-assisted absence registration system (ARS) on student truancy are presented in this paper. A pre- and post-test group design compared the truancy levels of 30 secondary schools in 4 large cities in western Holland who participated in the ARS program with those of 19 nonparticipating secondary schools. Other data were derived from interviews with and questionnaires filled out by teachers, principals, clerical staff, and the school ARS coordinator. Findings suggest that ARS did not significantly reduce absenteeism rates and that, after 20 months, the factors that influenced school motivation to use ARS and create a conducive school environment dissipated. No predictors were found for the development of antitruancy measures. Despite the system's failure to significantly reduce truancy, staff at the project schools reported some positive effects, such as time reduction, more efficient registration and handling of absences, and identification of attendance trends. One figure and seven tables are included. (Contains 11 references.) (LMI)

ED 349 656 EA 024 257

Ryan, Susan P.; Flinspach, Susan Leigh
School Improvement Plan Implementation and Instructional Change.
PUB DATE- Dec 91
NOTE- 18p.; In: Easton, John Q. Decision Making and School Improvement: LSCs in the First Two Years of Reform, p29-45. 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Objectives; Educational Planning; Elementary Secondary Education; *Instructional Improvement; Organizational Change; *Program Implementation; School Restructuring; Specifications
IDENTIFIERS- *Chicago Public Schools IL

The Chicago School Reform Act mandated that schools develop and implement their own school improvement plans (SIPs) to meet systemwide goals and expected outcomes. This paper examines the implementation of SIP initiatives in 14 Chicago public schools. Data were derived from interviews with principals and advisory committee chairpersons and from observations of local school council meetings. The reform initiatives, implemented during 1990-91, are categorized as pedagogical, curricular, organizational, or other. Two patterns of SIP implementation are identified: (1) some initiatives require a significant commitment of time and effort to be implemented successfully; and (2) other initiatives depend mostly on funding and new staff. The first type takes longer to implement whereas the second type, requiring funding and staff, tends to be childhood education deficits last a lifetime; (9) Alaskan public schools try to be all things to all students; (10) accountability for school performance is inadequate; (11) substantial and formidable opposition to educational vouchers; and (12) Alaska's constitution severely limits use of school vouchers. The report then recommends authorization of public contract schools; creation of afterschool and summer school choices; expansion of preschool, K-3, and early childhood programs; operation of the "America's Schools 2000" demonstration program as an education choice school; expansion of existing public school choices; increased availability of alternative high school choices; development of model choice schools by the state's universities; and increase of contracts for specialized education support services. Subsequent chapters discuss choice in relation to educational organization and resources, constitutional limits on choice, and choices for Alaskans. (MLH)

ED 349 677 EA 024 284

Building Private Sector and Community Support. Restructuring the Education System Series.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Community Involvement; Educational Change; Elementary Secondary Education; *Private Sector; *School Business Relationship; *School Restructuring; *State Action
IDENTIFIERS- *Coalitions; Commitment; Facilitators; Maine; Partnerships in Education; Texas

To become the primary agents of school restructuring, today's coalitions must sharpen their focus and adopt a long-term outlook. This report explains how to turn a coalition of different perspectives and interest groups into a coherent, long-term strategic operation with a shared sense of purpose. Educators are advised to begin by identifying and bringing together key people, being prepared to change, focusing on children, and producing a statement of principles. The plan can be tailored to the community if participants frame early efforts broadly, learn extensively about restructuring, assess the current state of reform, match strategies with community needs, and value different approaches and diverse beliefs. Participants can sustain commitment and momentum by setting realistic goals and expectations, communicating ideas, and deciding on an assessment plan. A sidebar advises against scapegoating, favoring one interest group, ignoring the media, and looking for quick fixes. Two interviews with leaders of the Maine Coalition for Excellence in Education and the Texas Business and Education Coalition provide further advice for building and maintaining coalitions. An action checklist and a list of other Education Commission of the States publications is included. (MLH)

ED 349 678 EA 024 287

Smith, Gerald R.; And Others
Restructuring Public Schools: Theorists versus Practitioners. Research Report.
PUB DATE- 27 May 92
NOTE- 82p.
LANGUAGE- English

educational planning. Planning must become less rigid; recognize "hard trends" and demographic changes; adopt flexible budgeting; and stress monitoring, regulation, and evaluation roles. Appendices present European Community education and training guidelines and community educational program highlights. (MLH)

ED 349 697 EA 024 316

Hargreaves, Andy; Macmillan, Robert
Balkanized Secondary Schools and the Malaise of Modernity.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; High Schools; *Organizational Change; *Organizational Climate; Organizational Effectiveness; *School Organization; *School Restructuring; Teacher Influence; *Teacher Participation; Teacher Role
IDENTIFIERS- *Ontario

Findings of a study that examined teaching culture patterns in two Ontario secondary schools are presented in this paper, with attention given to the outcomes of "balkanization." In this form of the teachers' organizational culture, teachers work in smaller subgroups within the school community. The two schools were drawn from a study of 10 Ontario secondary schools undergoing a provincially imposed mandate to destream grade 9 by 1993. Findings indicate that in the conventional school, balkanization resulted in teacher isolation. In the new innovative school, balkanization was reconstructed in new forms, suggesting that balkanization remains a dominant feature even in nontraditional schools. A common restructuring problem was the failure to confront the fundamental issues of status, politics, and leadership. An implication is that balkanized schools are both symptoms and symbols of the "malaise of modernity." Unless restructuring addresses the assumptions of modernism and the structures that arise from it, balkanization will continue to pervade secondary schools with its deleterious consequences. Because the current system is unable to meet the needs of students in a postmodern society, a radical reconceptualization of secondary schools and curricula are necessary. (Contains 24 references.) (LMI)

ED 349 698 EA 024 317

Creating Quality Schools.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *Management Systems; *School Administration; School Effectiveness; Systems Analysis; *Systems Approach

This booklet presents information on how total quality management

for Incoming, At-Risk, Ninth-Grade Students To Increase School Success.
PUB DATE- 8 Jun 92
NOTE- 66p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attendance; Career Education; Counseling Techniques; Discipline; *Grade 9; Group Counseling; *High Risk Students; *High Schools; Individual Counseling; Parent Participation; Program Development; Program Implementation; *Readiness; Role Models; *School Orientation; Skill Development; Student Motivation; Student Participation; Study Skills; *Transitional Programs

This practicum was designed to assist 62 incoming, at-risk, ninth-grade students to acquire the knowledge, motivation, interest, and skills necessary to make a successful transition to high school. Primary objectives were to reduce the number of disciplinary infractions; decrease school absences; involve more of the students in school-related activities; and increase student awareness of study skills, career education services, and counseling assistance. During the practicum program, groups of eight students met with school personnel during their lunch period, to promote social interaction among the students as well as between students and the program's faculty members. Upper-class volunteers were then assigned as "buddies" to ninth-graders. The upper-class students were to serve as role models while assisting the at-risk students with transitional concerns. Group guidance sessions served as vehicles to define and explore school policies, programs, services, and regulations. Small group counseling sessions and individual counseling sessions were introduced to provide an informal setting to share feelings and explore ideas. Study and examination skills were taught, career exploration sessions were conducted, tutoring assistance was provided, and social activities were organized. The practicum involved teachers, students, counselors, and parents in easing transitional difficulties. Analysis of data revealed that the program was successful in meeting its objectives. Appendices provide a student survey form and records of disciplinary infractions, absences, and school activities involvement. (Contains 27 references.) (JDD)

ED 349 719 EC 301 463

Van Nooten, Nancy
A Social Skills Curriculum.
PUB DATE- May 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum; Generalization; Instructional Effectiveness; *Interpersonal Competence; Intervention; *Learning Disabilities; *Learning Strategies; Low Achievement; Models; Secondary Education; Skill Development; *Special Needs Students
IDENTIFIERS- *Strategies Intervention Model

This review evaluates research on the Strategies Intervention Model (SIM) developed at the Institute for Research in Learning Disabilities, University of Kansas. The model is designed to teach learning-disabled and low-achieving adolescents strategies which will enable them to learn and perform independently, show appropriate social and personal skills, also reviews publications and videotapes, describes activities of the Zero to Three/National Center for Clinical Infant Programs, and lists upcoming conferences. (JDD)

ED 349 738 EC 301 483

Education of the Deaf Act Amendments of 1992 (To Accompany H.R. 5483). House of Representatives, 102d Congress, 2d Session.
PUB DATE- 10 Aug 92
NOTE- 62p.; Report submitted by Representative Forel (Michigan) from the House Committee on Education and Labor. Print is small in parts.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Costs; *Deafness; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Higher Education; Policy Formation; Program Administration; Program Improvement
IDENTIFIERS- Commission on Education of the Deaf; Congress 102nd; *Education of the Deaf Act Amendments 1992; Gallaudet University DC; Kendall Demonstration Elementary School DC; Model Secondary School for the Deaf DC; National Technical Institute for the Deaf

This congressional report presents amendments to the Education of the Deaf Act of 1986 and recommends the amended bill's passage. The amended bill extends the authorizations for Gallaudet University and the National Technical Institute for the Deaf (NTID). The bill repeals parts B and C of Title I, consolidating the authorities for the elementary and secondary programs (the Model Secondary School and the Kendall Demonstration School) under the authority of the Gallaudet University programs. The bill increases accountability for funds provided to Gallaudet University and the NTID and improves the administration of their programs. The bill also repeals Title III, which authorized the Commission on the Education of the Deaf, stating that the Commission's duties have been completed. The report reprints the bill as amended, describes its legislative history, offers views of the House of Representatives Committee on Education and Labor on each of the bill's sections, offers a cost estimate from the Congressional Budget Office, and provides a section-by-section analysis of the bill. (JDD)

ED 349 739 EC 301 484

Unger, Karen V.
Adults with Psychiatric Disabilities on Campus.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Attitudes; College Programs; *College Students; *Delivery Systems; *Educational Opportunities; Educational Practices; Higher Education; Intervention; *Mental Disorders; *Student Personnel Services; Student Rights

Individuals with mental illness and resulting psychiatric

PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Comparative Analysis; High Schools; *Interpersonal Competence; *Learning Disabilities; *Mainstreaming; Performance Factors; Social Behavior; *Student Attitudes; Student Behavior; *Success; *Teacher Attitudes

This study examined the degree to which 50 high school students with learning disabilities (LD), 50 normally achieving high school students, and 50 high school mainstream teachers agreed as to which social skills are important for success in the mainstream. Results indicated that LD students differed significantly from teachers on the importance of 9 of the 53 behaviors rated, including the functions of "follows school rules," "exhibits appropriate work habits," and "respects others and their property." Normally achieving students differed significantly from mainstream teachers on 20 items, including such functions as "follows school rules" and "respects others and their property." LD students rated 12 items as more important than normally achieving students, including "exhibits appropriate work habits," "follows school rules," and "respects others and their property" functions. The study concludes that LD students and normally achieving students do not differ significantly in their perception of the importance of certain social skills requisite for appropriate functioning in the mainstream classroom, because the perception differences between teachers and LD students are also common sources of disagreement between teachers and normally achieving students. (Contains 18 references.) (JDD)

ED 349 757 EC 301 503

Johnson, David R.; And Others
Going to Work: Profiles in Supported Employment.
SPONS. AGENCY- Minnesota State Dept. of Jobs and Training, St. Paul. Div. of Rehabilitation Services.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Employment Opportunities; Employment Programs; *Job Training; *Outcomes of Treatment; *Program Effectiveness; Program Implementation; Secondary Education; *Severe Disabilities; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- Minnesota

These profiles of Minnesota individuals with severe disabilities were developed as part of an evaluation of the impact of supported employment on their lives. The profiles describe individuals who have severe disabilities, who receive assistance from a wide variety of programs, and who were evaluated through both qualitative and quantitative procedures. They illustrate a number of approaches to developing and sustaining supported employment in a variety of settings. The agencies working with persons with severe disabilities had been receiving assistance from a state demonstration program begun in 1985: the Minnesota Supported Employment Project (MnSEP). The eight profiles describe supported employment opportunities offered through a day training and habilitation program, a secondary special education program, a regional treatment

Section 504 of the Rehabilitation Act of 1973; Old Problems and Emerging Issues for Public Schools.
PUB DATE- Oct 91
NOTE- 19p.; Survey forms have poor reproducibility due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Civil Rights Legislation; *Compliance (Legal); *Disabilities; *Educational Legislation; Educational Policy; Elementary Secondary Education; Equal Education; Federal Government; *Federal Legislation; Government Role; Handicap Discrimination; *Legal Responsibility; Preschool Education; Public Schools; School Responsibility
IDENTIFIERS- *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This paper is intended to assist state and local education agencies in their efforts to provide appropriate educational services to students with disabilities in a manner consistent with Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations. The paper deals directly with Subpart D of Section 504, concerning preschool, elementary, and secondary education. Organization of the U.S. Office for Civil Rights (OCR) and its role in education policy are discussed. OCR's activities in four areas are noted, including technical assistance, investigation and resolution of complaints, compliance reviews, and data collection. Several important themes embodied in the Section 504 statute and regulations are examined, such as equal treatment, defining "appropriate education," and defining "handicapped person." Similarities and differences between Section 504 and the Individuals with Disabilities Education Act are addressed. Specific suggestions are offered to assist public schools in formulating procedures that may help in complying with Section 504 and in dealing with the OCR. Federal regulations for Subpart D of Section 504 are reprinted, and the forms used by school systems and individual schools in the Elementary and Secondary School Civil Rights Survey are provided. (JDD)

ED 349 779 EC 301 526

Lewis, Linda
"Side-by-Side" Profile of Proposed Changes in New IDEA Regulations.
PUB DATE- Nov 91
NOTE- 44p.; For a related document dealing with the IDEA Act itself, see EC 301 521.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Definitions; *Disabilities; *Due Process; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; Handicap Identification; Preschool Education; Staff Development; Teacher Education; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This bulletin edition provides a side-by-side comparison of: (1) statutory provisions of Part B of the Individuals with Disabilities Education Act, as modified by the Education of the Handicapped Act Amendments of 1990 (Public Law 101-476); (2) the U.S. Department of Education's explanation for regulatory changes proposed to implement the statutory revisions; and (3) regulatory language proposed by the Department. Proposed with skills and techniques they could use to process and understand their cultural experiences. An outline of the unit is appended. (JL)

ED 349 801 FL 020 519

Minicucci, Catherine; Olsen, Laurie
Programs for Secondary Limited English Proficient Students: A California Study. FOCUS Number 5. Occasional Papers in Bilingual Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Interviews; *Limited English Speaking; Program Effectiveness; *Program Implementation; Resource Materials; School Districts; Secondary Education; *Secondary School Students; Staff Development; State Departments of Education; State Surveys
IDENTIFIERS- *California; Content Area Teaching

The results of an exploratory study that investigated the range of programs available to limited English proficient (LEP) students in California secondary schools are addressed. The study consisted of several components: a telephone survey to 27 secondary schools that were demographically and regionally representative of California high schools and intermediate schools with LEP populations; site visits to five schools selected for the richness of their programs; a literature review; and individual consultations and interviews with local school district and State Department of Education personnel. Innovative efforts to address the needs of LEP students throughout California were found, but all of these efforts faced difficulties in implementation. Regardless of the language of instruction, fewer than one-fourth of the schools surveyed were able to offer a full menu of core content courses to LEP students. Four recommendations resulting from the survey were made. These include: establishment of state-supported, locally based networks to disseminate information and allow educators to share ideas about what works under different conditions; comprehensive staff development; increase in state investment in resource materials for LEP students; and an initiative by the State Department of Education to bring practitioners together to advance effective programs and services for these students. (JL)

ED 349 802 FL 020 535

Colville-Hall, Susan; And Others
Immersion in a Foreign Language for Professionals.
PUB DATE- 92
NOTE- 26p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992). Appendixes A-D will not copy well due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Communicative Competence (Languages); *Course Descriptions; French; *Immersion Programs; Intensive Language Courses; Learning Activities; *Professional

these students. A major presupposition of this discussion is that "who" does the teaching is of major importance regardless of the language minority education model being implemented. The discussion also extends the data base by addressing future directions with regard to the development of effective language minority teachers. Of particular concern is the credentialing policies and their political and empirical underpinnings. Suggestions are provided for ways in which to enhance the educational plight of language minority students by focusing on the educational professionals who serve these students on a daily basis. (VWL)

ED 349 822 FL 020 641

Dalton, Stephanie; Moir, Ellen
Evaluating Limited English Proficient (LEP) Teacher Training and In-Service Programs.
PUB DATE- Aug 92
NOTE- 43p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Achievement Gains; Educational Research; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Limited English Speaking; Program Descriptions; *Program Evaluation; *Teacher Education

This paper discusses evaluating Limited-English-proficient (LEP) teacher training and inservice programs. It is suggested that this kind of teacher training can provide teachers with assistance necessary to increase the academic performance of linguistically and culturally diverse students. The history of teacher education evaluation, particularly its methodology, is reviewed, and current recommendations from research on effective education of linguistically diverse students are examined. Experiences with an evaluated preservice and an inservice teacher education program are reported. The preservice program was a University of Hawaii alternative program and the inservice program was part of the California New Teacher Project at the University of California at Santa Cruz. Based on the presentation of teacher education program evaluation literature, the findings of recent research on effective teaching and learning models for linguistic minorities and the experiences of the preservice and inservice programs, the paper concludes with recommendations for LEP preservice and inservice teacher education program evaluation. (VWL)

ED 349 823 FL 020 642

Baker, Eva L.
Issues in Policy, Assessment, and Equity.
PUB DATE- Aug 92
NOTE- 31p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

autonomy. The first of the book's eight chapters discusses the strategic approach to curriculum planning of both content and language skills in advanced French. Chapters 2 through 5 specify performance objectives and contexts, skill development exercises, and additional instructional suggestions for teaching reading, listening, speaking, and writing. In the sixth chapter, integration of skills within an instructional unit is discussed, with related classroom exercises provided. Chapter 7 addresses a variety of issues in student assessment and monitoring, including record-keeping, evaluation criteria, use of self-assessment techniques, practice examinations, and grading. The final chapter looks at considerations in the choice of instructional materials and technological resources. Appended materials include a brief list of grammatical elements and structures to be included in the curriculum and selected bibliography of textbooks, periodicals, reference works, and other books useful for curriculum planning. (MSE)

ED 349 843 FL 020 669

Moeller, Aleidine J., Ed.
Teaching Literature in a Proficiency Oriented Classroom. Pedagogically Prepared Units by Teachers of German, 1991, NEH German Institute, Westminster College, Berlin, Germany.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 95p.; Partly sponsored by the Goethe Institute of Germany.
LANGUAGE- English; German
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *German; High Schools; *Language Proficiency; Language Teachers; *Literature Appreciation; Newspapers; Poetry; Second Language Instruction; *Second Language Learning; Short Stories; *Writing Instruction

A number of papers by secondary school German language teachers resulting from an institute on incorporation of literature into classroom instruction jointly sponsored by the National Endowment for the Humanities and the Goethe Institute of Germany are collected here. They represent classroom methods and materials developed by institute participants for use in their own courses. A brief introductory essay discusses a rationale for the use of literature in the proficiency-oriented language classroom. The following papers are included: "Poetry in the Classroom" (Aleidine J. Moeller); "Meyer's 'Der Romische Brunnen'" (Jake Erhardt); "'Die Bremer Stadtmusikanten' (Bruder Grimm)" (Maureen Helinski); "'Heimkehr' von Kafka" (Kathy Russman); "'Der Stift' von Kafka" (Gracie Jackson); "Mogliche Aktivitaten zu 'Popp und Mingel' von Marie Luise Kaschnitz" (Marilyn Mitchell); "Teaching Literature: A Suggested Unit for High School Students" (James V. Wehner); "'Drei Kamaraden' von Remarque" (Kathy Russman); and "'Beidermann und die Brandstifter' von Frisch" (Deloris DeLapp). These papers are followed by a section called "Writing in the Classroom." Introduced by Aleidine Moeller this section provides an outline of the writing portion of the institute are provided as well as excerpts from the institute newspaper featuring the participant's talents and achievements during the four weeks spent at Westminster College. This document concludes with a paper titled "Compositions the Easy Way" (Carol Heckman). Some papers contain literary excerpts and illustrations, and others are activity outlines or descriptions. All papers are mostly if

ED 349 381 CE 061 029

Hamlin, Larry
General Mechanical Repair. Minor Automotive Maintenance, Small Engine Repair, and Welding: Student Manual.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 953p.; For related documents, see CE 061 027-028.
LANGUAGE- English
EDRS Price- EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Basic Skills; Hand Tools; High Schools; Job Skills; Language Arts; Machine Repairers; Machine Tools; Mathematics Skills; Occupational Safety and Health; *Repair; *Small Engine Mechanics; Special Needs Students; Trade and Industrial Education; *Welding; Writing Skills
IDENTIFIERS- Texas

This document is a student manual for a general mechanical repair course. Following a list of common essential elements of trade and industrial education, the manual is divided into three sections. The first section, on minor automotive maintenance, contains 13 units: automotive shop safety; engine principles; fuel system operation and repair; electrical system; ignition systems; lubrication systems; engine cooling system; exhaust system; wheels and tires; brake and bearing systems; frame, suspension, and steering; drive line; and cleaning the car. Six units on small engine repair in section 2 are contains 13 units: as follows: engine principles; principles of carburetion; lubrication systems; starter systems; measurement and instruments; and troubleshooting. The third section contains six units on welding: introduction to welding; oxyacetylene welding positions and applications; using the cutting torch; introduction to shielded metal arc welding; welding joints and positions; and metallic inert-gas welding. Each unit has the following elements: unit name; topic; essential elements; unit objective; specific objective(s); basic academic skills application; transparency masters; assignment sheet(s); and job sheet(s). Three appendices contain formulas, tools, and tool list. (NLA)

ED 349 382 CE 061 088

Hendrix, Mary W.
Basic Skills Applications in Career Investigation: Mathematics, Science, Social Studies, Communications, Productive Work Habits. Revised.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 209p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Agribusiness; *Basic Skills; Business Education; *Career Awareness; *Career Counseling; *Career Exploration; Communication Skills; Construction Industry; Consumer Education; Elementary Secondary Education; Environmental Education; Fine Arts; Health Education; Home Economics; Hospitality Occupations; Humanities; Instructional Materials; *Integrated Curriculum; Job Skills; Manufacturing;

Integrating Basic Skills into Vocational Teacher Education
Curricula: Book 4--Change in the Public School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- 92
NOTE- 95p.; For books 1-5, see CE 061 860-864.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Basic Skills; Behavioral Objectives; Curriculum Guides; *Educational Change; Elementary Secondary Education; Higher Education; Individualized Education Programs; Instructional Materials; *Integrated Curriculum; Learning Activities; Lesson Plans; *Preservice Teacher Education; Public Schools; *School Community Relationship; Student Evaluation; Teaching Methods; Technological Advancement; *Vocational Education; Vocational Education Teachers

This curriculum guide for vocational teacher education focuses on change in the public schools and more specifically, on how to help teachers understand: (1) the reform movement; and (2) the interrelationship between the reform movement and the movement to integrate basic skills into education. Introductory materials include a project overview, mission and goals of the curriculum, belief statements, curriculum format, information on preparation and time issues, definition of new basic skills, and a guide to lesson categories. This book contains four lessons: School Reform; Rules, Roles, and Relationships in Schools; Dynamics of Change; and Partnerships Involving the Community. Each lesson format is identical, and each category within a lesson has its own icon, for ease in locating the category in any lesson. Lesson categories are as follows: (1) perennial problem (for this curriculum, what should be done about integrating the new basic skills into vocational education?); (2) practical problem (action that can help address the perennial problem); (3) justification for lesson; (4) learner outcome; (5) instructor resources; (6) teaching strategy modeled; (7) lesson plan (content, new basic skills, process, application objectives); (8) teaching-learning interaction (introduction and steps to guide the teacher educator through the lesson); (9) debriefing strategies (options for summarizing the lesson); (10) evaluation options; and (11) individualized learning plan. Handouts are provided at the end of each lesson. An instructor resources section at the end of the book contains transparencies and handouts suitable for photocopying. (YLB)

ED 349 402 CE 061 864

Love, Cathleen T.; Gloeckner, Gene W.
Integrating Basic Skills into Vocational Teacher Education
Curricula: Book 5--Challenges for the Teacher.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- 92
NOTE- 93p.; For books 1-4, see CE 061 860-863.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; *Basic Skills; Behavioral Objectives; Curriculum Development; Curriculum Guides; Decision Making; Educational Change; Educational Environment; Elementary

*Vocational Education
IDENTIFIERS- *European Community

In the 1990s, vocational training must focus on improving the qualifications and competence of Europe's work force. The need for skilled labor and managerial staff will increase considerably in many European countries. As Europe moves toward economic, social, and political union, vocational education comes into the picture at four levels simultaneously: local, regional, national, and European. This will doubtless lead to an increasing number of disputes over fields of competence. The immediate effects of the internal market on training and further training will be relatively minor. Instead of a mass migration (i.e., emigration), people with special qualifications will move in both directions. Mobility will be intraindustry as well as with respect to particular occupational groups, skills, and regions. Mobility will also emerge in the educational and vocational training systems. The indirect effects of the internal market will be more important than the direct. Pressure to obtain qualifications will increase. Vocational training is already crossing national frontiers. Efforts to establish a European vocational training policy have multiplied and intensified. Milestones along the long road to this policy will be the European vocational training passport and European job profiles. (Appended is information on the European Centre for the Development of Vocational Training.) (Contains 43 references.) (YLB)

ED 349 419 CE 061 916

Faddis, Constance R.
As Easy as 2 2. One College's "Best Practices" Vocational-Technical Program Articulation Model. Competency-Based Vocational Education Administrator Series. Research and Development Series No. 272.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; *Articulation (Education); *College School Cooperation; Curriculum Development; Educational Planning; High Schools; Institutional Cooperation; Models; Postsecondary Education; Program Costs; Program Implementation; Student Recruitment; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *2 Plus 2 Articulation Plan

Articulation is used to indicate curriculum linkage between two-year secondary vocational programs and two-year college technical programs. Articulation efforts widen the pipeline of students preparing for vocational-technical careers. All programs seek to eliminate duplication of training across educational levels. The primary goal is to meet students' career preparation needs. Articulation provides benefits to all partners: the students, the educational institutions, and the community. Three forms of articulation are advanced placement, advanced skills, and core curriculum models. Advanced placement focuses on the program-to-program level and grants college credit to vocational graduates who have obtained competencies taught in college technical courses. For articulation to be for work, a plan developed and implemented in the 1970s and known as career education. Career education is a broad educational process in which students at all levels receive relevant information and gain experiences designed to prepare them for productive work. Under the leadership of Kenneth B. Hoyt, director of the Office of Career Education in the U.S. Office of Education, career education became the core of school improvement, to be infused into all subject areas at all grades. Career education had the following goals: (1) involve all students regardless of their school plans; (2) involve the entire school program and the resources of the community; (3) unite the students, parents, school, employers, and the community in a long-term cooperative education venture; (4) provide students with information and experiences representing the entire world of work; and (5) support the students with age-level appropriate experiences. The career education movement was in high gear with the passage of the Career Eduation Incentive Act in 1977, but 4 years later the Office of Career Education in the U.S. Department of Education was discontinued. Evaluative studies of career education reported positive results, indicating that if the movement had continued, the work force today might be better prepared. Trends in the 1990s indicate that infused career education may again become popular, and this movement should be encouraged. (KC)

ED 349 438 CE 061 943

Fear-Fenn, Marcia
Sexual Harassment: Understand It, Talk about It, Post a Policy against It. Monograph, Volume 7, Number 2.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Educational Policy; Elementary Secondary Education; *Employer Employee Relationship; *Federal Legislation; *Policy Formation; Postsecondary Education; *Sexual Harassment; State Legislation; Vocational Education Teachers; Work Environment

This four-page monograph discusses the legal background of sexual harassment, provides explanations for sexual harassment, and lists the effects of sexual harassment. It then moves to actions that individuals, educators, and administrators can take to combat sexual harassment. Also included are six annotated resources for educators to use in preparing students for sexual harassment situations and nine references. (KC)

ED 349 439 CE 061 944

Condelli, Larry
Quality Indicators, Measures and Performance Standards.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 12p.; For related documents, see CE 061 945-946.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Competence; *Competency Based Education; High Schools; *Integrated Curriculum; *Job Skills; *Teaching Methods; Vocational Education
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

This paper is designed to help educators to incorporate the competencies developed by the Secretary's Commission on Achieving Necessary Skills (SCANS) into their curricula. (SCANS is a commission composed of representatives of education, business, labor, and state government established in 1990 to define a common core of skills that constitute job readiness.) The paper suggests how to approach issues that schools will have to resolve before the competencies can be taught, such as where in the curriculum they should be introduced and how learning objectives can be developed. Specific examples of teaching individual competencies are included for the five SCANS competencies: resources; information; interpersonal; systems; and technology. The following three exhibits are included: (1) definitions for the five SCANS competencies, with examples of tasks or performances that illustrate the use of each skill; (2) a matrix showing how each subject-matter area can be used to develop each competency; and (3) examples of teaching competencies at different developmental levels. A resources section contains 50 references, most of which relate to a specific competency. (KC)

ED 349 459 CE 061 975

Hamdan, Mohamed Ziad
Reformation Design of Training. A Handbook with a Behavioral Digital Approach.
PUB DATE- 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Educational Technology; Evaluation Criteria; *Instructional Design; *Labor Force Development; *Needs Assessment; *On the Job Training; Organizational Development; Postsecondary Education; Program Evaluation; Program Implementation; Skill Development; Trainers; *Training Methods; Training Objectives

This handbook, which presents a design-based approach to training, leads training professionals through a process for developing employee training programs based on a behavioral digital approach. (The design approach is a scientific methodology built on three principles: the systematization, behaviorism, and quantification of training.) The handbook is organized in three parts: (1) Professional Needs Assessment for Renewal/Training; (2) Designing the Training Program; and (3) Designing Program Dissemination and Evaluation. The four chapters contained in part 1 cover the following topics: the reformation design of training, professional needs assessment of a job, professional needs assessment of an organization and its employees, and unifying professional needs and establishing behavioral digital bases of training design. The three chapters of part 2 discuss the design of the training curriculum (goals, knowledge and achievement activities), designing the instruction of training (methods, media, and technologies), and

ED 349 474 CE 062 064

Torres, Robert; And Others
Examining Computer Conferencing as a Technique for Enhancing Personnel Development Activities: Final Report for Year Two of a Three Year Interdisciplinary Study.
PUB DATE- Jul 92
NOTE- 13p.; For Year 1 final report, see ED 346 296.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Computer Software Selection; *Curriculum Development; Educational Research; Educational Technology; Faculty Development; Home Economics; *Inservice Teacher Education; Microcomputers; Preservice Teacher Education; Program Development; Program Effectiveness; Secondary Education; Seminars; *Teleconferencing; Trade and Industrial Education; *Vocational Education Teachers
IDENTIFIERS- Ohio (Central)

A 3-year project was undertaken to investigate use of computer conferencing as a technique for enhancing personnel development activities. During year 2, the second objective of the study was addressed--to identify and develop technical and pedagogical topics that could be addressed with computer conferencing techniques. Three technical programs using computer conferencing were developed to meet selected needs of vocational teachers in the Central Region of Ohio. One technical program was developed and piloted in each of these areas: agriculture, trade and industry, and home economics. A pedagogical course was also offered for vocational and preservice vocational teachers. Project Symbiosis, the agriculture technical program, used Participate as the computer conferencing software to integrate the technology of communicating electronically with and among science and agriculture teachers. Little electronic interaction occurred due to teachers' inability to access the system. A trade and industry technical program in hazardous material was also conducted. A technical program in home economics focused on teaching thinking. Strengths of this conference/seminar were teacher development of basic computer skills and teacher enthusiasm for furthering their computer skills for electronic communication. Cost and time constraints were concerns. Participants in the pedagogical program in instructional design were frustrated by problems with the software. (YLB)

ED 349 475 CE 062 065

Fleming, Louise E.; Saslaw, Rita S.
Rockefeller and General Education Board Influences on Vocationalism in Education, 1880-1925.
PUB DATE- Oct 92
NOTE- 42p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Donors; *Educational Finance; *Educational History; Influences; *Philanthropic Foundations; Postsecondary Education; *Private Financial Support; Secondary Education; *Vocational Education; Youth Programs
IDENTIFIERS- *General Education Board; *Rockefeller (John D)

Through philanthropic donations, John D. Rockefeller and the a rapidly changing environment. The paper is organized into four parts. The first part defines awareness and examines paradigms of Eastern and Western cultures. The second part examines motivation and mutual aid as a catalyst. The third part, on self-actualization, discusses social help as self-help, with attention to the relations between professionals and mutual aid groups and the social implications of the movement toward self-help. The fourth part, a conclusion, briefly reviews the paradigm shift that the human services field has been undergoing, using the phrase "paradigms lost and paradigms gained" to sum up the movement away from depersonalized professionalism and toward mutual self-help and group process. A list of 71 references is included. (ABL)

ED 349 494 CG 024 501

McKee, Neena; Crawford, Georgette
Operation Rescue. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Behavior Problems; Family Problems; *High Risk Students; *Junior High Schools; *Junior High School Students; *Nontraditional Education; Potential Dropouts; Program Effectiveness
IDENTIFIERS- At Risk Students; *Operation Rescue

The Operation Rescue project was designed to develop a classroom setting for the delivery of comprehensive educational services to "at risk" young adolescents. The classroom was established as part of the pre-existing Jonesboro Alternative School, and it utilized the basic academic and social program developed by this entity over 12 years of work with older dropouts and potential dropouts. Those accepted into the program were students who had been identified as "at risk" in their normal junior high and upper elementary school classrooms. The Operation Rescue population was composed of a majority of 14- and 15-year-olds who were referred for serious academic underachievement, serious behavioral problems, or both. Working with this population required particular skills; staff needed to be capable of structuring the classroom and of being in good control of both their feelings and of the students' behaviors so as not to escalate with individual students or with the group. The program that was developed is, in general, a duplication of a functional family. The staff characteristics, combined with some specific learning activities and a general classroom atmosphere, have created a program which can successfully address the educational and developmental needs of many children from highly dysfunctional families. (ABL)

ED 349 495 CG 024 502

Harvey, Virginia Smith
Consultation Programs: A Comparative Evaluation.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

a minor's legal right to seek or refuse counseling services. Issues involving custody and competing interests for a child's welfare are addressed, as are special considerations for various work settings. The ethical duties of confidentiality and the legal ramifications of privileged communication as they relate to minor clients are examined, as are exceptions to these practices, including the reporting of child abuse and assisting suicidal and homicidal youth. Other topics that are addressed include considerations for counseling minors about sexual activity and its consequences, dual relationship issues for counselors of children and adolescents, and federal statutes that delineate the responsibilities of counselors in handling educational records. General answers to commonly asked questions are provided. A section containing discussion questions is included. It is noted that in these stressful times children and adolescents are in need of professional counseling services more than ever. A glossary and references are included. (ABL)

ED 349 514 CG 024 523

Hayes, David M.
Meeting a New Sexuality Education State Mandate: A Pilot Study of Local School System Programming Characteristics and Correlates.
SPONS. AGENCY- Georgia State Board of Education, Atlanta.
PUB DATE- Nov 91
NOTE- 23p.; Paper presented at the Meeting of the Society for the Scientific Study of Sex (34th, New Orleans, LA, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Program Implementation; *Sex Education; *State Legislation; State Standards

The purpose of this pilot study was to investigate the process of meeting a new state mandate for sexuality education programs at the local school system level. Curriculum coordinators (N=126) responsible for meeting the 1988 Georgia state mandate for sexuality education completed a survey instrument assessing the local school system process in meeting the mandate. Survey items included location of the school system; level of involvement of individuals in the curriculum planning and development process; nature of any staff development; and parental training and awareness. The data were analyzed to describe local level programming initiatives and to explore the differences between school system location (rural/non-rural) for selected variables. Further, this study investigated correlates of the sexuality education programming process. The results of the study indicated that variability exists among local school systems' approaches to meeting the state mandate. Although state mandates require instruction about sexuality they do not ensure quality educational programs. Basic to more effective sexuality education is the preparation process, not merely a state mandate. Based on the results of this pilot study recommendations are made to improve the process of meeting state mandated sexuality education. (ABL)

ED 349 515 CG 024 524

Adams, Ronald D.; And Others
Southeast Regional Center for Drug Free Schools and Communities. Combined Report on School Surveys of Junior and Senior High

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Employer Employee Relationship; Employment Interviews; Transactional Analysis; *Vocational Maturity; *Work Attitudes; Young Adults

The emphasis in this course is placed upon employer/employee relationships. It is based on the idea that information about and experience with Transactional Analysis can help adolescents and adults to understand some of the powerful dynamics that can happen among people. Once those dynamics are understood, the student can access experience to make choices about how they respond and can begin to take responsibility for their choices. This can lead to maturity. The sessions include: (1) certification requirement credits and attitudes; (2) introduction to Parent, Adult, and Child; (3) dealing with anger, turning Child responses into Adult responses; (4) employer/employee communications, responding to rules, and employer expectations; (5) child labor laws, work permits, applications for employment, and resumes; (6) interviewing skills and certificates of completion. An appendix includes an abstract of the Child Labor Law. (ADL)

ED 349 534 CS 010 998

Owens, Eileen Kane
Parent Decision Making in Reading Aloud to First Graders.
PUB DATE- Apr 92
NOTE- 226p.; Ed.D. Dissertation, National-Louis University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Decision Making; Grade 1; Parent Attitudes; *Parent Participation; Primary Education; *Reading Aloud to Others; Reading Materials; *Reading Material Selection
IDENTIFIERS- Reading Behavior

A study examined decisions made by parents reading aloud to their first-grade children regarding why they do or do not read aloud, the materials they select and the selection process, and what they do while reading aloud. Subjects, 342 parents of first graders in a suburban elementary school district, were surveyed, with responses received from 83.6%. A subgroup of 16 parents further participated in one or more methods of data collection, such as diaries, interviews, videotaping, and stimulated recalls. Results showed that parents had a variety of purposes for reading aloud, with some intending to make high cognitive demands on children and others intending to develop low-level skills such as decoding. Materials selected and strategies used during reading aloud events were highly influenced by parents' purposes for reading aloud. Reading aloud was found to be "mom's job." Frequency of reading aloud was related to parents' levels of education, ethnicity, and marital statuses, but not by mothers' employment statuses. Storybooks were overwhelmingly identified as the most used genre. Usage of other genres was related to parents' levels of education and ethnicity. The library was the primary source of materials. Based on the decisions parents made about all aspects of the reading aloud process, six categories of parents were identified. (Two figures and 15 tables of data are included; 58 references and 3 appendixes--containing parent surveys and cover letters, a diary page, interview questions, and a list of children's books used in interviews--are increasing that access. Focusing on what the barriers between people and literature are and on how they may be removed, the book uses interviews to investigate the attitudes of 62 key people in southwest Britain and Scotland working in institutions that could or ought to be active in this opening up, but who may not be fully aware of the class aspect of approaches to literature. Following an introduction, the book's five chapters, based on the input of the interviewees in their respective fields, are as follows: (1) Books and Their Readers: Libraries and Bookshops; (2) The Trade Unions and Literature; (3) Access to Literature and Education; (4) The Arts Agencies; and (5) The Writers of Literature. A conclusion, footnotes, and four appendixes (Interview Questions; Television Viewing--by social class and by sex; Educational Qualifications; and Outline of the Employee Development and Assistance Programme) conclude the publication. (HB)

ED 349 554 CS 213 487

Barbe, Katharina
Translation and Text-Analysis.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Higher Education; Language Patterns; Language Research; Language Role; Linguistics; *Translation
IDENTIFIERS- *Text Factors; *Textual Analysis

The primary goal of translation is to enable an audience in a Target Language to understand a text/discourse which was ultimately not intended for them. The primary goal of text-analysis is to further the understanding of phenomena inside one language. There are several similarities between translation and text-analysis: both translation and text-analysis involve the re-creation of text; the translator re-creates in the text language, the analyst, in some meta-language; and both the analyst and the translator need to be aware of all the possible relationships which hold in the text. An analysis of German conversation and its translation into American English demonstrate the unique position translation has, not only as an inter-language and inter-cultural means of study, but also as a tool of text-analysis. The survey provided by this paper illustrates that translation can support the analysis of texts/discourse in some instances, and, in the discussion of queries, even furthers that understanding. The field of contrastive linguistics lends support to the use of translation as inter-language comparison, and the combination of translation and text-analysis with contrastive linguistics can provide deeper insights into a pragmatic language description. Furthermore, by means of translation, certain pragmatic features appear which otherwise might not be accessible through mere intra-language comparison. Thus translation functions not only to distribute knowledge across language boundaries, but also to expand knowledge about the Source Language. (Thirty-three references are included.) (PRA)

ED 349 555 CS 213 500

Anderson, Stephen A.; And Others

prepares students for their professional careers. The important fact that students seem to be unaware of the need for clear argumentative skills should be addressed by educators. Workshops for faculty can stress the value of teaching argument in both their assignments and their responses to student writing. (HB)

ED 349 574 CS 213 532

Hurlbert, C. Mark, Ed.; Totten, Samuel, Ed.
Social Issues in the English Classroom.
PUB DATE- 92
NOTE- 357p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Numerical/Quantitative Data (110),Collected Works - General (020)
DESCRIPTORS- Black Community; Conflict Resolution; *Controversial Issues (Course Content); Elementary Secondary Education; *English Instruction; Ethnography; Feminism; Higher Education; Homosexuality; Oral History; *Social Problems; *Social Responsibility; Stereotypes; Teacher Role; *Writing Assignments
IDENTIFIERS- Color Purple (The); *Controversial Topics; Homophobia; Native Son; Writing to Learn

This book presents articles from 25 concerned teachers and professors explaining why and how they integrate inquiry into troubling social issues with the study of language and literature and make it the subject of discussion and writing-to-learn activities. The titles and authors of the 19 contributions to the book are: (1) "Educating for the Development of Social Consciousness and Social Responsibility" (Samuel Totten); (2) "Dismantling White/Male Supremacy" (Doris Davenport); (3) Dealing with Conflict: A Structured Cooperative Controversy Procedure" (Edythe Johnson Holubec and others); (4) "Cultivating Vision: The Believing Game" (Alan Shapiro); (5) "Learning To Be at Home: Oral Histories of a Black Community" (Carol Stumbo); (6) "Telecomputing and Social Action" (William Wright); (7) "Empowering the Voiceless To Preserve the Earth" (Daniel Zins); (8) "'Writing in the Margins': A Lesbian- and Gay-Inclusive Course" (Ellen Louise Hart with Sarah-Hope Parmeter); (9) "Public School and University Companeros: Changing Lives" (Debbie Bell); (10) "Ethnographic Writing for Critical Consciousness" (James Thomas Zebroski and Nancy Mack); (11) "A Ghostly Chorus: AIDS in the English Classroom" (M. Daphne Kutzer); (12) "Breaking the Silence: Addressing Homophobia with 'The Color Purple'" (Vincent A. Lankewish); (13) "Using 'Native Son' to Explore Language and Stereotype" (Jimmie Mason); (14) "Racism and the Marvelous Real" (Cecilia Rodriguez Milanes); (15) "'I'm Not a Poor Slave': Student-Generated Curricula and Race Relations" (John Tassoni and Gail Tayko); (16) "Rumors of Change: The Classroom, Our Classrooms, and Big Business" (C. Mark Hurlbert and Michael Blitz); (17) "Ethical Guidelines for Writing Assignments" (Sandra Stotsky); (18) "Textual Authority and the Role of Teachers as Public Intellectuals" (Henry A. Giroux); and (19) "Teaching, Feminism, and Social Change" (Kathleen Weiler). (RS)

ED 349 575 CS 213 533

Schlemmer, Phil
Writing Projects. Unit II. Learning On Your Own! Individual, Group, and Classroom Research Projects for Gifted and Motivated

How Gender and Select Demographics Relate to Support for Expressive Rights.
PUB DATE- Aug 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Analysis of Variance; Censorship; Educational Attainment; *Freedom of Speech; Journalism; *Mass Media Role; National Surveys; *News Media; Political Attitudes; *Sex Differences
IDENTIFIERS- Journalism Research

Public support for individual and media rights of freedom of expression was examined in this study. Data were analyzed from a national probability sample of 1,508 adults, with items pertaining to freedom of expression formed into two indexes: media rights and individual rights. These indexes were used as dependent variables to test hypotheses based on the demographic variables of sex, age, education, and political orientation. Results indicated that: (1) men supported both rights significantly more than women, with greater disparity for media rights; (2) support for freedom of expression was higher at the left side of the political spectrum than the right; (3) as education increased, support for rights tended to increase, while increasing age seemed to be associated with decreasing support; and (4) three-way interactions between sex, education, and age and between political orientation, education, and age showed relationships to support for expressive rights. (Three tables and three figures of data are included; 26 references are attached.) (Author/RS)

ED 349 595 CS 507 921

Pennington, Robert
A Descriptive Outline for an Advertising History Course in Seminar Format.
PUB DATE- Aug 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Audience Awareness; *Course Content; Course Descriptions; Cultural Context; Higher Education; Mass Media Role; *Reading Materials; Seminars
IDENTIFIERS- *Advertising Education; Advertising Industry; *Historical Background

Advertising history is often treated within the context of journalism or mass communication history. The outline of a seminar course in advertising history presented in this paper offers an approach that discusses the social, cultural, and philosophical roots of advertising as well as the institution as it is known today. The focus of the course is not on the practice of advertising, but rather the function. The assigned readings for the course include books, chapters of books, and articles. Readings for the course consider: the placement of advertising into historical context; the role of the consumer and the seller; the development of modern advertising; and the

News on the CNN World Report" (Chun-il Park and others); "How Cable Television Network Programming Strategies Affect Time Spent Viewing" (Beth E. Barnes); "The Rodney King Tape and the Viewer's Role in the Rituals of TV News--Seeing Was Believing" (Sandra Haarsager); "Video News Releases: Breaching the Covenant with Viewers" (Travis Linn); "Filling the Gap: Congress Increases Its Video as TV News Cuts Budgets" (Floyd J. McKay); "The Ceremonial of Television News Sweeps: 'Series Sleaze' and 'Series Stress'" (Matthew C. Ehrlich); and "Behind the Bleeps: Organizational Processes and the Roles of the Network Television Censors" (John Weispfenning). (RS)

ED 349 615 CS 507 962

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part VIII: Mass Media Effects.
PUB DATE- Aug 92
NOTE- 294p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045. Third paper contains light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Audience Analysis; Audience Awareness; Communication Research; Foreign Countries; *Mass Media Effects; Mass Media Role; Media Research; Radio; Television
IDENTIFIERS- Media Coverage; Uses and Gratifications Research

The Mass Media Effects section of the proceedings contains the following eight papers: "The Spiral of Static: A Multivariate Analysis of a Public Opinion Theory Applied to Perception of Radio Station Popularity" (Terry Wedel and Tony Rimmer); "More Than Just Talk: Uses, Gratifications and the Telephone" (Garrett J. O'Keefe and Barbara K. Sulanowski); "Television Coverage of Criminal Trials with Cameras and Microphones: A Controlled Experiment of Audience Effects" (Anna R. Paddon); "Attributional Confidence, Media Use, and Adaptation: Communication and Adaptation Reconsidered" (Wei-Wei Vivian Huang); "The Impact of Competition and Group Ownership on All-News Radio" (Stephen Lacy and Daniel Riffe); "The Framing of an Issue: A Case Study of Gay and Lesbian News Coverage" (Howard Voland); "Testing Opposing Views of the Audience: How the Active Television Viewer Selects Programs" (Guy E. Lometti and Tori Addington); and "Gender and the Effects of Television Violence: A Meta-Analysis" (Haejung Paik). (SR)

ED 349 616 CS 507 963

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part IX: Media and Technology.
PUB DATE- Aug 92
NOTE- 177p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045. Light type in the first paper may copy marginally.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communication Research; *Communications; Foreign Countries; *Information Technology; Information Transfer; Journalism; *Mass Media; Mass Media Use; Media Research; Policy; Programing (Broadcast); Standards; *Statistical Data;

PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; *Catholic Schools; Change Strategies; Computer Uses in Education; Elementary Education; Enrollment Influences; Inservice Teacher Education; Priests; *Principals; Private Schools; Religious Factors; *School Administration; School Holding Power; Student Recruitment; Teacher Orientation; Teacher Selection

During the 1991 National Catholic Principals Academy, 30 elementary school principals came together to sharpen their skills, to be exposed to new trends and ideas, and to be empowered as Catholic education administrators. This handbook is the result of sharing ideas and is a compilation of tried and true processes, "how to" advice, and practical suggestions. The papers are by multiple authors; most contain references, a list of contact persons, and sample forms or questionnaires. Included in the handbook are the following papers: (1) "Evaluation of the School's Catholicity" (Robert Doyle and others); (2) "Dear Father, You Are Cordially Invited" (Ronald Pere and others); (3) "Enrollment: Securing Our Future" (Margaret Balfe and others); (4) "In the Beginning: Orientation of the New Teacher" (Rebecca James and others); (5) "Involving Staff in the In-Service Process" (Carolyn Knipper and Deborah Suddarth); (6) "Getting Started as a Catholic School Principal" (Karen Bansemer and others); (7) "Development of the Catholic School Board" (Roberta Bailey and others); (8) "Computers in the School: Working Hard or Hardly Working?" (Magdalene Kabat and others); (9) "Introducing Change with Success" (Mary Ann Luby and others); and (10) "Looking for Saints: Hiring Catholic School Teachers" (Raymond John and Mary Jon Wagner). (MLF)

ED 349 636 EA 024 191

Prince, Julian D.
Invisible Forces: School Reform versus School Culture. Research for the Practitioner Series.
PUB DATE- 89
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Environment; Elementary Secondary Education; Leadership; Organizational Change; *Organizational Climate; School Restructuring; *Superintendents; Systems Approach

Practical suggestions for superintendents to use in reforming their schools are presented in this document, which focuses on "renorming" as a way to develop cohesive school district attitudes. Chapter 1 describes the concept of school culture, defines the concept of systemic cultural renorming, and provides an overview of the concepts of organizational development and general systems theory. The five elements of renorming are described in chapter 2. The third chapter explains how to renorm a school district, focusing on the implemented quickly. Two types of programs include those that change teacher practices and those that are "add-ons." Findings suggest that few SIPs have prompted changes in regular classroom teaching practices. Four factors that facilitate the implementation of instructional change are identified: (1) smaller school size; (2) principals who take a strong instructional leadership role; (3) staff development funding; and (4) the development of an ethos of shared teacher-student responsibility for learning. Two figures are included. (LMI)

ED 349 657   EA 024 260

Gmelch, Walter H.; Chan, Wilbert
Administrator Stress and Coping Effectiveness: A Transactional Study.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Administrator Role; Administrators; *Burnout; *Coping; *Educational Administration; Elementary Secondary Education; Response Style (Tests); *Stress Management; *Stress Variables
IDENTIFIERS- *Washington

Findings of a study that investigated the effect of administrative stressors on administrators' coping responses and the consequences of those responses are presented in this paper. Based on the managerial stress cycle model (Gmelch 1982), the study uses the transactional perspective, which views stress as an individual's physiological or psychological response to a perceived demand. A survey mailed to 1,000 administrators at the elementary, junior, and senior high school and district levels elicited 740 responses, a 74 percent response rate. Findings suggest that: (1) administrators reported a moderate stress level; (2) a significant negative correlation existed between administrator's perceived stress and their perceived coping effectiveness; (3) a significant negative correlation existed between perceived stress factors and burnout; and (4) androgenous individuals (those who possess the flexibility of both gender traits) expressed more effective coping behaviors. The data support the transactional view of the stress cycle. A recommendation is made to provide administrator training that incorporates diverse situations and behavioral adaptability to enhance coping ability. Two figures and five tables are included. (Contains 30 references.) (LMI)

ED 349 658   EA 024 261

Leslie, Madylon
The Critical Role of the Superintendent in School Reform.
PUB DATE- Apr 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Educational Change; Elementary Secondary Education; Leadership; *Leadership Styles; *Program Implementation; School Restructuring; *Superintendents

Findings of a study that examined the relationship between

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Educational Change; *Educational Researchers; Educational Theories; Elementary Secondary Education; Organizational Change; *Public Schools; *School Restructuring; *Teacher Participation; *Theory Practice Relationship

Findings of a study that compared educational theorists' and practitioners' thinking about school restructuring are presented in this paper. A questionnaire mailed to 43 theorists elicited 27 responses, a 63 percent response rate. The same questionnaire was completed by 131 principals, 95 teachers, and 12 other school personnel from 129 out of 178 schools in 30 states, a 67 percent response rate. Findings affirm the grassroots nature of restructuring leadership. Except for student achievement, which was ranked first by both groups, there was no common agreement about restructuring goals. Theorists tended to be more pessimistic than the principals and teachers about the educational change process. Practitioners' reported that their daily experiences made them aware of the need to think about schooling in new ways; none of the theorists mentioned this theme. Practitioners expressed new understandings of school-based decision making, involving collaborative partnerships. Fifteen tables are included. Appendices contain a copy of the survey and statistical rankings. (Contains 35 references.) (LMI)

ED 349 679 EA 024 289

Guindon, Jerry
Developing an In-School Suspension Program in an Elementary School as an Alternative to Home-Bound Suspension.
PUB DATE- 92
NOTE- 62p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Probation; *Discipline Policy; *Discipline Problems; Elementary Education; Expulsion; *In School Suspension; *Program Evaluation; Student Behavior

Outcomes of an inschool suspension program implemented at a New England elementary school are described in this practicum report. Because out-of-school suspension may place children at educational and physical risk, the inschool program was developed to reduce school absences, provide continuing instruction, and serve both rehabilitative and putative functions. Data were collected through a pilot teacher survey; interviews with staff, students, and parents; and document analysis of case referral reports, student records, and teachers' checklists of student behavior. Students who participated in the 4-month program had fewer absences, maintained their grades, and demonstrated greater insight into their behaviors. Although the project was judged to be a success, problems involved increased teacher workloads and an overrepresentation of minority students among those who were suspended. Funding for a part-time teacher/counselor is recommended. A copy of the teacher pilot survey in included in the appendix. (Contains 16 references.) (LMI)

ED 349 680 EA 024 290

Reyes, Pedro

can be applied to school systems to create educational improvement. Total quality management offers education a systemic approach and a new set of assessment tools. Chapter 1 provides a definition and historical overview of total quality management. Chapter 2 views the school district as a system and explains how it fits into the larger community system. Guidelines for fostering a consumer-supplier relationship to transform the school system are provided in the third chapter, and the principles of managing processes to ensure the cooperative interaction among subsystems for the optimization of the system are outlined in chapter 4. The fifth chapter describes analytic tools to measure educational change, and chapter 6 presents a flowchart and plan for continuous educational improvement. The final chapter offers 13 recommendations generated from the experiences of other school districts. Two figures are included. Research organizations and acknowledgments are listed. (LMI)

ED 349 699 EA 024 318

Glass, Thomas E.
The Study of the American School Superintendency: America's Education Leaders in a Time of Reform.
PUB DATE- 92
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Administrator Qualifications; Administrator Selection; *Board Administrator Relationship; Elementary Secondary Education; Higher Education; Job Satisfaction; Minority Groups; National Surveys; *Occupational Information; Public Schools; Salaries; School Demography; School Districts; School District Size; *Superintendents; Tables (Data); *Women Administrators

A survey of school district superintendents sought to gather data on a number of characteristics and compare the data to studies conducted in 1971 and 1982. From a random sample of 2,536 superintendents, stratified by district size, usable survey responses were received from 1,724, for a return rate of 68 percent, or 11 percent of all United States superintendents. In the study sample of 1,724 superintendents, only 115 are women, and only 66 are minority. The 1992 study includes data on the following: (1) personal profiles of superintendents, including gender, age, family status, education, and area of residence; (2) relationships with board members, including evaluation and terms of employment; (3) characteristics of school districts, including staffing, hiring practices, programming, and size; (4) selected community characteristics, including their involvement and influence in district decision making; (5) superintendents' opinions on key problems and issues in education; (6) issues surrounding the preparation of superintendents and professional development of practicing superintendents; and (7) career patterns of superintendents. (Contains 91 references.) (MLF)

ED 349 700 EA 024 319

Ertle, Vicki, Comp.
Sharing Your Success II: Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.

earn a high school diploma, and make successful transitions to post-high school settings. The review focuses on learning strategies that enable target students to improve their social skills and generalize the use of specific social skills. The review analyzes the social competence definition, the target population, training procedures, evaluation procedures, generalization effects, and implications. The review concludes that the SIM Social Skills Curriculum appears to be a useful tool in social skills training for students who present social skills deficits. The question of generalization and long-term effect is yet to be answered as data accumulates. (Contains 23 references.) (JDD)

ED 349 720 EC 301 464

Dempsey, Samuel; Fuchs, Douglas
"Flat" versus "Weighted" Reimbursement Formulas: A Longitudinal Analysis of State-Wide Special Education Funding Practices.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Categorical Aid; Classification; Delivery Systems; *Disabilities; Educational Diagnosis; Educational Finance; Educational Practices; Elementary Secondary Education; *Grants; Handicap Identification; Incidence; Longitudinal Studies; *Mainstreaming; Resource Allocation; Special Education; *State Aid
IDENTIFIERS- Impairment Severity; *Tennessee

Tennessee data were analyzed longitudinally from 1979-80 to 1987-88 to compare statewide special education practice associated with two student-based formulas for funding disbursement: "flat" versus "weighted." "Flat" grants, used from 1979-80 to 1982-83, provided a fixed amount of funds per child, teacher, or classroom unit. "Weighted" pupil calculations, used from 1983-84 to 1987-88, are based on types of children with specific disabilities multiplied by an average per pupil cost weighted to the type of service or degree of disability. Data were examined in terms of numbers of children placed in a variety of service options, including consultation, partial resource, comprehensive resource, and self-contained. Results indicated that the weighted formula was associated with a statistically significant decrease in less restrictive placements and a reliable increase in more restrictive placements. A statewide survey of 90 district special education directors suggested that service needs may have been more likely than monetary incentives to explain the observed changes in the use of special placements. Implications for policy planning concerning least restrictive environment are discussed. (Contains 21 references.) (JDD)

ED 349 721 EC 301 465

Rettig, Michael; Salm, Kelly
The Importance of Play in the Early Childhood Special Education Curriculum.
PUB DATE- 17 Apr 92

disabilities are entitled to the same rights as all other Americans, but services needed to integrate these people fully into the community are not yet in place, especially in the field of higher education. Postsecondary education is an opportunity for qualified students with psychiatric disabilities to enhance the recovery and reintegration process. More students with psychiatric disabilities are identifying themselves as individuals with a disability and requesting accommodative services. Supported education for these students may involve self-contained classrooms, on-site support, or mobile support provided by staff from community mental health services. Attitudinal barriers to serving these students exist. Operational issues related to serving students with psychiatric disabilities call for: consideration of the role of the educational institution, the disability support services staff, community agencies, and the student; reasonable accommodations for students with psychiatric disabilities; and a student code of conduct. Future trends are outlined; model projects are noted; tips are offered for students, counselors, faculty and staff, and community agency personnel; and 13 publications and 4 organizations are listed. (JDD)

ED 349 740   EC 301 485

Boone, Randall, Ed.; Higgins, Kyle, Ed.
Multimedia. TAM Topical Guide #1.
PUB DATE- 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; Authoring Aids (Programing); Basal Reading; Classroom Techniques; *Computer Assisted Instruction; Creative Thinking; Critical Thinking; *Disabilities; Educational Media; Educational Technology; Elementary Secondary Education; Encyclopedias; *Hypermedia; Information Systems; Instructional Design; Interactive Video; *Learning Laboratories; *Multimedia Instruction; Reading Instruction; Teacher Education; *Teaching Methods; Units of Study

Educational multimedia and hypermedia systems, which integrate computer-generated text and graphics with full-motion video and stereo sound, dominate much discussion about the future of computer use in education. This guide brings together the thoughts, ideas, and experience of elementary school students, classroom teachers, administrators, university-based teacher educators, and educational researchers who have several years of experience with multimedia/hypermedia hardware and software. The guide's eight articles attempt to provide a composite profile of what can be expected from the technology and what the technology requires from those who want to use it, particularly with special needs students. The guide addresses instructional design of multimedia/hypermedia materials, classroom management, teacher and student training, equipment acquisition, student perceptions, teacher perceptions, and administrative perspectives. Articles include: "Teacher Training in Multimedia: Content Enhancements and Considerations for Instruction" (Cheryl Wissick); "Envisioning, Acquiring, and Running a Multimedia Lab in Your Classroom" (Karen Perlbachs); "Building a Hypermedia Classroom Unit" (Susan McGrath); "Using center, and a rehabilitation facility. The report concludes that the underlying theme across these profiles is the simple yet powerful idea that persons with severe disabilities can and should have a chance to develop a greater sense of themselves through their vocational experiences in their home communities. Appendixes describe the evaluation process in more detail; outline measures used in data collection, in the areas of demographics, staff behavior, value-based service indicators, adaptive behavior, problem behavior, social behavior, and attitudes; and list eight references. (JDD)

ED 349 758 EC 301 504

McGrew, Kevin S.; And Others
FISC Individualized Family-Centered Planning Process.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; *Disabilities; Elementary Education; *Family Involvement; *Family Programs; Federal Programs; *Individualized Education Programs; Individualized Programs; Models; Parent Participation; *Parent School Relationship; Preschool Education; Program Effectiveness; Systems Approach
IDENTIFIERS- *Families Involved in Schools and Community MN; *Individualized Family Service Plans

The Families Involved in Schools and Community (FISC) Project was a federally funded project to develop and demonstrate the use of a model Individualized Family Service Plan process for young children with challenging needs and their families. The model emphasizes an individualized family systems perspective, informal nonintrusive assessment and planning processes, and family enablement and empowerment. The model focuses on developing processes, products, and skills that strengthen family-school partnerships, collaborative team decision-making, and links between families and their informal and formal support system. The model involves the specific steps of initial contact, preassessment planning, child assessment, collaborative goal setting at the Individual Education Plan (IEP)/Individualized Family Service Plan (IFSP) conference, and ongoing review of program plans. Evaluation of the FISC individualized family-centered planning process with 35 families who were initially involved in the FISC project and with a supplemental group of 51 families of older children with disabilities provided support for the process in terms of family member satisfaction as well as a shift to a more collaborative family-staff planning process. Appendixes present preassessment planning tools, a review of family assessment scales and methods with a list of over 100 references, a sample IEP and child and family plan, and four case studies. (Contains 17 references.) (JDD)

ED 349 759 EC 301 505

Scadden, Lawrence A.
Stimulating the Manufacturing and Distribution of Rehabilitation Products: Economic and Policy Incentives and Disincentives.
PUB DATE- Sep 87
NOTE- 17p.

changes to other regulatory provisions are also presented, as developed by the Department based on its experience in administering the Part B program. Minor or technical changes are not included. The side-by-side comparison covers definitions of autism, traumatic brain injury, rehabilitation counseling, social work services, assistive technology device, assistive technology service, and transition services. In the area of transition planning, changes focus on participants in Individualized Education Program (IEP) meetings, content of IEPs, and agency responsibilities. Changes in provisions for the Comprehensive System of Personnel Development focus on adequate supply of qualified personnel, personnel preparation/continuing education, and a data system. Changes in procedural safeguards cover additional state consent requirements, availability of hearing decisions, officials conducting state level reviews, state complaint procedures, complaint procedures a state must adopt, and minimum state complaint procedures. Modifications to the regulations for Child Find for infants and toddlers are also presented. (JDD)

ED 349 780 EC 301 527

Leadership in a Time of Chaos: The Best Way To Predict the Future Is To Invent It.

PUB DATE- Dec 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cultural Differences; *Disabilities; *Educational Change; *Educational Objectives; Educational Technology; Elementary Secondary Education; Emotional Disturbances; *Leadership; Legal Responsibility; Meetings; Personnel Needs; Professional Associations; Public Policy; *State Departments of Education
IDENTIFIERS- *National Assn of State Directors of Special Educ

This bulletin edition presents highlights of the 1991 Annual Meeting of the National Association of State Directors of Special Education (NASDSE), held November 10-13 in Cincinnati, Ohio. The bulletin summarizes panel discussions that focused on how educational reform can meet the needs of students with disabilities, the establishment of a national agenda for students with serious emotional disturbances, specific problems involved in meeting requirements of Section 504 of the Rehabilitation Act of 1973, personnel needs, and multicultural issues. The bulletin also describes: (1) activities promoting NASDSE's role as a leader in educational technology; (2) the view from the U.S. Office of Special Education Programs; (3) model programs from New Jersey, Iowa, Virginia, Kentucky, Oklahoma, and New Hampshire; and (4) NASDSE achievements, challenges for the future, and governmental relations activities. (JDD)

ED 349 781 EC 301 528

Children Exposed in Utero to Illegal Drugs: Education's Newest Crisis.

PUB DATE- Jan 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Alcohol Abuse; Cocaine; *Congenital Impairments; *Drug Abuse; Educational Policy; Elementary Secondary

Training; Second Language Instruction; Spanish
IDENTIFIERS- Authentic Materials

This paper describes an experience for professionals based on an intensive 1-week language immersion course that has been offered in Akron, Ohio and Denver, Colorado. The course has been designed for professionals at the intermediate level in French and Spanish. The course requires that participants have acquired the basic grammatical structures in the target language. The course is a modified version of immersion. Unlike traditional content-based instruction, this immersion experience is based on situations and language functions that can be tied to business and other professional topics. The program is an intensive language experience in which authentic activities and materials are used in order to prepare the professional for specific social contexts in which to use the language, such as business negotiation or a technical training session in Mexico or France. The description of the immersion course for professionals includes a rationale, course objectives, thematic/topical organization of the course, and the procedures. Appended materials include examples of activities, partial syllabi, and a resource list. (JL)

ED 349 803 FL 020 537

Gomez, Rafael
Is There Room for Octavio Paz in the Spanish for Business Class?
PUB DATE- 92
NOTE- 17p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Business Communication; *Course Objectives; *Cultural Awareness; Higher Education; *Latin American Culture; Second Language Instruction; *Spanish; *Spanish Culture

This paper examines ways that Hispanic culture can be dealt with in Spanish as a foreign language for business. First, rationales for teaching culture are offered, ranging from the abstract observation that knowledge of culture is a required part of a humanistic education, to the more pragmatic need of businesses for representatives who are fluent in language and have an intimate knowledge of culture. Next, the difficulty of defining "culture" and teaching such a broad subject is discussed. Course objectives are then delineated, including enhancement of students' awareness of themselves as cultural beings, explanation of the fluidity and ambiguity of cultural descriptions, and descriptions of the diverse elements that make up a culture and of how cultures are interdependent. (JL)

ED 349 804 FL 020 538

King, Charlotte P.
French Video Cassettes Produced by the Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris: Maximizing the Cultural and Linguistic Returns.
PUB DATE- 92
NOTE- 41p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992). The videotapes discussed are not available from ERIC.

DESCRIPTORS- *Educational Change; Educational Policy; Elementary Secondary Education; *Equal Education; *Limited English Speaking; *Student Evaluation

National educational reform presents an unprecedented opportunity to combine policy options, the best technological knowledge, and American concerns about equity and fairness. There are three principal concerns regarding equity in assessment of Limited-English-proficient (LEP) and other student populations: (1) if students are not assessed because of a lack of instruments, they will fail to benefit from the presumed desirable effects of assessment; (2) if LEP students are assessed in English on subject matters such as mathematics, their performance will be handicapped to varying degrees by their lack of English skills; and (3) all students must be provided the opportunity to learn. This paper seeks to describe and define alternative assessment and characteristics; to review the evidence in support of alternative assessment or performance-based assessment; to consider the validity of alternative assessment when it is applied under various policy options; and to present an example of research and development in alternative assessment being conducted at the Center for Research on Evaluation, Standards, and Student Testing (CRESST). Responses to the paper by Lorraine Valdez-Pierce and Peter M. Byron are appended. (VWL)

ED 349 824 FL 020 643

Geisinger, Kurt F.
Testing Limited English Proficient Students for Minimum Competency and High School Graduation.
PUB DATE- Aug 92
NOTE- 55p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Graduation; High Schools; High School Students; *Limited English Speaking; *Minimum Competency Testing; Student Evaluation; Student Needs; Test Bias; *Testing; Test Validity

At present, states have no consistent manner in which limited-English-proficient (LEP) students are assessed on statewide or district-level minimum competency examinations. In some states, LEP students need to take the same minimum competency examinations under the same rules as other students to graduate or be promoted. Competency tests have the capacity to improve the education of the students in our country's schools. To be effective, however, they need to be linked closely to instruction. That is, they need to have high instructional and curricular validity. Furthermore, the curriculum needs to drive the content of the examinations rather than vice versa. One must question whether a minimum competency test can possibly be equally valid from the perspective of curricular and instructional validity and not biased for LEP students, on the very basis of their differential needs and educational programs. For competency tests to be most useful for improving the education of LEP students, it is imperative that the tests be closely tied to the curriculum, be thoroughly integrated with the curriculum, aim toward providing diagnostic instructional and remedial feedback, provide scores that are readily interpretable by educational professionals, and become less threatening than they appear to have become. Responses to not entirely in German. A list of contributors' names and addresses is appended. (MSE)

ED 349 844 FL 020 679

Fathman, Ann K.; And Others
Teaching Science to English Learners, Grades 4-8. NCBE Program Information Series Guide 11.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Curriculum Development; *English (Second Language); *Instructional Design; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Language Proficiency; *Limited English Speaking; *Science Activities; *Science Instruction; Second Language Instruction; Student Evaluation
IDENTIFIERS- American Association for Advancement of Science

This guide is intended to help teachers plan, design, and implement science activities for students learning English as a Second Language (ESL) in grades 4-8, in mainstream science classes, ESL classes, bilingual education programs, and also to help others serving this population. Steps for designing science experiments that integrate language and science content effectively are presented. The activities included have been used successfully with this group. Principles of learning and teaching proposed by the American Association for the Advancement of Science are enumerated and explained, and specific strategies for integrating language and science are outlined, including teacher collaboration, student collaboration, modifying language for clarity, using material that is meaningful to students, adapting science materials for student language proficiency levels, using language teaching techniques, and varying instructional strategies according to student proficiency. A discussion of the design of science activities for ESL students offers a model procedure in which science concepts are examined through three activity types: teacher demonstration, then group investigation, and finally, individual investigation. Appropriate science concepts and language functions are discussed. Sample activities on heat, animals, and plants using this procedure are outlined in detail. A 24-item bibliography is included. (MSE)

ED 349 845 FL 020 682

Foreign Language Curriculum Guide, K-12.
PUB DATE- 92
NOTE- 197p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Course Content; Curriculum Design; Educational Benefits; Elementary Secondary Education; Evaluation Criteria; *Language Proficiency; Latin; Modern Languages; Public Education; Second Language Instruction; *Second Language Learning; Second Language Programs; State Curriculum Guides; State Standards
IDENTIFIERS- ACTFL Proficiency Guidelines; *Georgia

Marine Education; Marketing; Mathematics Skills; Natural Resources; Public Service Occupations; Recreation; Science Education; Service Occupations; Social Studies; Transportation; Vocational Education; Work Ethic

These materials allow instructors to provide learning experiences that stress the equal importance of academic and vocational education and the personal and social matters related to the work ethic. Instructional materials are provided in 15 clusters: agribusiness and natural resources; business and office; communications and media; construction; consumer and homemaking; environment; fine arts and humanities; health; hospitality and recreation; manufacturing; marine science; marketing and distribution; personal services; public services; and transportation. Each cluster may contain several activities, which have the following sections: purpose of activity; basic skills applications; approximate time required; materials needed; "before you start"; step-by-step procedure; follow-up; and activities. (NLA)

ED 349 383 CE 061 097

Adams, Dan C.
Careers in the Communications and Media Cluster, Manufacturing Cluster, Public Services Cluster, Transportation Cluster. Instructor's Guides. Audiovisual Packages.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 105p.; For a related document, see ED 337 687.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; *Communications; *Manufacturing Industry; *Mass Media; Occupational Information; *Public Service; Secondary Education; *Transportation

This document contains instructor's guides for slide/tape packages on careers in four areas: the communications and media cluster, the manufacturing cluster, the public services cluster, and the transportation cluster. Each instructor's guide provides the following: general instruction for student use--equipment needed, preparation before class, procedures for group instruction, procedures for individualized instruction, instructions for using slides and cassette tapes, and instructions for using the activity sheets; an activity sheet consisting of fill-in-the-blank sentences; an activity sheet answer key; and a narrative description of the slides. (NLA)

ED 349 384 CE 061 106

Barbieri, Marty
Career Resource Center Handbook.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 156p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Career Information Systems; Career Planning; Computer Software; Elementary Secondary

Secondary Education; Higher Education; Individualized Education Programs; Instructional Materials; *Integrated Curriculum; Learning Activities; Lesson Plans; *Life Style; Models; Organizational Climate; *Preservice Teacher Education; Student Evaluation; Teaching Methods; *Vocational Education; Vocational Education Teachers

This curriculum guide for vocational teacher education focuses on challenges for the teacher, and more specifically, on what should be done to help teachers accept change as a constant in curricula. Introductory materials include a project overview, mission and goals of the curriculum, belief statements, curriculum format, information on preparation and time issues, new basic skills defined, and a guide to lesson categories. This book contains three lessons: The Curriculum Challenge; School Culture; and Modeling Integration of Work and Family. Each lesson format is identical, and each category within a lesson has its own icon, for ease in locating the category in any lesson. Lesson categories are as follows: (1) perennial problem (for this curriculum, what should be done about integrating the new basic skills into vocational education?); (2) practical problem (action that can help address the perennial problem); (3) justification for lesson; (4) learner outcome; (5) instructor resources; (6) teaching strategy modeled; (7) lesson plan (content, new basic skills, process, application objectives); (8) teaching-learning interaction (introduction and steps to guide the teacher educator through the lesson); (9) debriefing strategies (options for summarizing the lesson); (10) evaluation options; and (11) individualized learning plan. Handouts are provided at the end of each lesson. An instructor resources section at the end of the book contains transparencies and handouts suitable for photocopying. (YLB)

ED 349 403 CE 061 865

Alamprese, Judy; Koloski, Judy
Direct and Equitable Access: Collaborative Opportunities under the National Literacy Act. Report of a Workshop (Washington, D.C., March 1992).
PUB DATE- Mar 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; *Adult Education; Adult Literacy; *Adult Programs; Agency Cooperation; Delivery Systems; Educational Finance; *Educational Legislation; *Educationally Disadvantaged; *Federal Aid; Federal Legislation; Financial Support; Fund Raising; Grants; Guidelines; Literacy Education; Program Implementation; Program Proposals
IDENTIFIERS- *National Literacy Act 1991

This report summarizes the findings of a workshop convened to examine the implications of the "direct and equitable access" provision of the National Literacy Act (1991). For its successful implementation, this provision requires a willingness by state adult education offices, national and state literacy organizations, and other interested groups to work together in understanding federal and state funding guidelines for adult education. A critical need exists for leadership from all segments of the adult education system to guide implementation in terms of types of organizations successful, an individual should be employed by the school to give leadership to the effort. Effective articulation facilitators have speaking, writing, and interpersonal skills and are familiar with vocational and technical information. An articulation steering committee supports facilitators and establish policies. Two major types of agreements are used: interinstitutional agreements and more specific program-to-program agreements. Written agreements should be developed at both the institutional and program-to-program levels. Commitment among vocational and technical top administrators should be obtained and communicated to managers, faculty, and support staff. (NLA)

ED 349 420 CE 061 917

The Challenge: To Understand How the Growth of Technical Jobs in the Middle of Organizations Is Changing the Traditional Ways of Teaching Skills and Managing Work.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 9p.; EQW = Educational Quality in the Workforce.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Career Change; *Educational Change; *Emerging Occupations; Employment Practices; Futures (of Society); Job Development; Job Skills; *Labor Force Development; Labor Market; *Paraprofessional Personnel; *Personnel Management; Personnel Needs; Postsecondary Education; Secondary Education; Technical Education; *Technical Occupations; Technological Advancement; Vocational Education

Predictions of occupational growth to the year 2000 show how important the "new crafts" are becoming. Workers who possess the new crafts perform jobs that often involve sophisticated technical knowledge but are not done by people with bachelor's degrees. The growth of technical jobs in the middle of organizations threatens the familiar division between managers who hold a store of technical knowledge and workers who carry out their orders. The new technical workers need a different blend of formal education up to an associate's degree level and continuing training at work afterward. Research shows that the new crafts are growing from both above and below. Many tasks done in the past by managers and elite professionals are being handed to technical workers; low-skilled workers who had little autonomy or responsibility in their routine jobs are now analyzing and responding to data. Factors driving the growth of technical jobs are the trend toward larger and more bureaucratic corporations, expansion of science, and technological change. Changes in the workplace present enterprises with huge challenges--to change ideas about the way jobs are organized and managed. Schools face the task of preparing students for jobs that do not fit the old categories of managerial or entry-level work. Workers will have to readjust their attitudes toward education. (YLB)

ED 349 421 CE 061 918

Learning for the Working World: Vocational Training in the Federal Republic of Germany.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English

(120)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Evaluation Criteria; *Evaluation Methods; Federal Legislation; *Federal Programs; *Literacy Education; Program Evaluation; Program Improvement; State Programs

IDENTIFIERS- Job Training Partnership Act 1982; *Quality Indicators

The process of developing indicators, measures, and standards of program quality can be considered a tiered, four-step process consisting of the following: (1) identification of topic areas important to program quality; (2) establishing the indicators that reflect quality for each area; (3) determining measures of the indicators; and (4) setting a numeric criterion or standard for the measure. Topic areas include program context, program process and content, and program outcomes. Quality indicators are variables that reflect effective and efficient performance. Performance measures are the data used to determine the quantitative level of performance. Performance standards are measures with a specific numeric criterion or level of performance tied to them. Indicators and performance standards can be used to assess the success of a program and to hold programs accountable for performance. Indicators can be defined using the focus group method. (Two tables provide examples of indicators, measures, and standards and a framework for development of quality indicators.) (KC)

ED 349 440 CE 061 945

Condelli, Larry; Kutner, Mark

Quality Indicators for Adult Education Programs: Lessons Learned from Other Programs.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Feb 92

NOTE- 20p.; For related documents, see CE 061 944-946.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Evaluation Criteria; *Evaluation Methods; Federal Legislation; *Federal Programs; *Literacy Education; Program Evaluation; Program Improvement; State Programs

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Food Stamp Employment and Training Program; Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982; *National Literacy Act 1991; *Qualiaty Indicators

As a preliminary to developing criteria to meet quality control requirements of the National Literacy Act of 1991, a study examined federal and state development of measures of program quality and performance standards for programs funded under the Job Training Partnership Act (JTPA), the Carl D. Perkins Vocational and Applied Technology Education Act, the Food Stamp Employment and Training Program (FSETP), and the Job Opportunities and Basic Skills (JOBS) program of the Family Support Act. The study found that JTPA implemented performance standards for employment and training programs at the inception of the program that measured cost per entered employment, entered employment rate, and average wage at placement. Reacting to criticism that these standards forced programs to neglect services to the hard-to-place, JTPA created new standards in 1990 stressing job retention. The Perkins Act reauthorization of 1990 requires states to develop performance standards that measure learning gains, competency or job skill attainment, placement into employment or other training the design of human and material services. The topics of the two chapters of the final part are: designing the training document, program marketing, and preparation for implementation; and designing the evaluation of training. The handbook includes 49 references and an index. (KC)

ED 349 460 CE 061 976

Kirsch, Irwin S.; And Others
Beyond the School Doors: The Literacy Needs of Job Seekers Served by the U.S. Department of Labor.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Sep 92
NOTE- 123p.; For an article based on this document, see CE 062 082.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; *Basic Skills; Blacks; Educational Needs; *Educational Status Comparison; Employment Programs; *Federal Programs; Hispanic Americans; *Unemployment; Unemployment Insurance; Whites
IDENTIFIERS- *Employment Service; *Job Training Partnership Act 1982

Individually administered literacy assessments were conducted with approximately 6,000 adults representing the 20 million persons served by the U.S. Department of Labor's (DOL) Employment and Training Administration through the Job Training Partnership Act (JTPA) or the Employment Service/Unemployment Insurance programs. Information-processing skills were measured in three areas key to the day-to-day management of life: prose comprehension skills, document literacy skills, and quantitative skills. Some of the findings of the study were the following: (1) people in the DOL programs who have higher levels of literacy skills tend to avoid long periods of unemployment, earn higher wages, and work in higher-level occupations than program participants with lower skills; (2) 40-50 percent of clients had literacy skills in the lowest 2 of the 5 defined literacy levels; (3) about one-fifth of the clients had literacy skills at the highest two defined levels; (4) Black and Hispanic populations were not different from each other, but they were disproportionately represented at both ends of the literacy scale compared to Whites; and (5) 35-40 percent of high school graduates tested scored in the lowest two levels of the scale. The following conclusions were reached: (1) outcome measures should ensure comparability across individuals and time periods; (2) literacy requirements of key job families should be identified; (3) individuals with low literacy levels will have limited success in job training programs and the job market; and (4) there is a significant need for adult education programs for low-literate persons. (KC)

ED 349 461 CE 062 029

Bartram, Peter E., Ed.
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (3rd, Guelph, Ontario, Canada, June 8-10, 1984).
PUB DATE- Jun 84
NOTE- 404p.; For other proceedings, see ED 299 461, CE 062 030-032, and CE 062 035-037.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.

General Education Board (GEB) encouraged vocationalism in education during the years 1880-1925, the Progressive Era. Evidently, Rockefeller believed that the best education for poor youth was vocational, presumably so they would be able to maintain occupations in their adult lives. This precedent set by Rockefeller was continued by the GEB after its founding in 1903. The GEB was known for its expenditures that rescued schools from desperate circumstances. Yet the programs they recommended time and again advocated vocational offerings for students who would not attend college. The problem with this approach was not with opening doors to poor children, as the philanthropists viewed their donations, but with closing doors to any other area a student might choose to pursue. They believed a student's destiny was known and there the future lay. Actual program changes under GEB auspices showed that vocational education was both the goal and a result of their involvement. For example, to stimulate agriculture in the South, GEB insisted that young people's education should consist primarily of agriculture and domestic science. GEB members were greatly concerned with the good of society, which would benefit from trained farmers and workers to serve it. (The three sections of this paper contain a total of 64 reference notes.) (YLB)

ED 349 476 CE 062 068

Ihlanfeldt, Keith R.
Job Accessibility and the Employment and School Enrollment of Teenagers.
PUB DATE- 92
NOTE- 236p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Employment Opportunities; Employment Patterns; *Employment Problems; *Enrollment Influences; Enrollment Rate; High Schools; Hispanic Americans; Labor Market; Minority Groups; Proximity; Suburban Youth; Unemployment; *Urban Youth; *Youth Employment; Youth Opportunities; Youth Problems

This study examined how intraurban job accessibility and other factors impinged upon the employment and school enrollment decisions of teenagers. Prior research showed the magnitude of the black youth employment problem and how this problem has evolved over time. A review of the spatial mismatch literature provided strong and consistent support for Kain's three hypotheses regarding intrametropolitan job accessibility. The importance of job access to youth employment was estimated for the following groups: Black, White, and Hispanic youths; youths living in different-sized metropolitan areas; youths living in central city and suburban areas; youths with different family incomes; and youths in and out of school. Results showed that job access was important in explaining racial differences in youth employment rates in very large cities and the low employment rates of Hispanic youth. The poorer job access of central city youths when compared to suburban youth played a substantial role in explaining their lower employment rates. Results of a multinomial logit analysis strongly reinforced the conclusion that job access had strong effect on youth employment and revealed that better job access did not increase a teenager's probability of dropping out of high school and frequently resulted in higher enrollment rates. Two types of policy were recommended: policies to improve the minority

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; *Consultation Programs; *Counseling Services; Elementary School Students; Elementary Secondary Education; *Emotional Disturbances; Program Effectiveness; Secondary School Students

While school psychologists are frequently urged to move to a consultation model, little research exists which compares the efficacy of various consultation approaches. This study compared two consultation approaches involving students (N=35) who had attended an intensive 6-week therapeutic residential camp for seriously emotionally handicapped prior to the consultation period. Students were from six different elementary, junior high, and high schools. The consultation programs were intended to reduce the return of behavior disorders during the following school year and consequently prevent more restrictive placements. Consultation was provided in two formats: unstructured, program-centered, and structured, case-centered. Results of the consultation were assessed by the number of students placed in more restrictive placements during the school year, as well as by staff appraisal and attendance at meetings. Staff perceived unstructured, program-centered consultation to be the arena in which they obtained the best ideas. However, student results suggest that unstructured, program-centered consultation is ineffective in maintaining or reducing the restrictiveness of student placements. (Author/ABL)

ED 349 496 CG 024 503

Alaska's Adolescent Pregnancy and Parenthood Task Force. Report to the Legislature.
PUB DATE- Jan 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Early Parenthood; Parent Child Relationship; *Pregnancy; Secondary Education; Secondary School Students; State Programs; Youth Problems
IDENTIFIERS- *Alaska

This report from the Alaska Pregnancy and Parenthood Task Force to the Alaska State Legislature presents the group's mission statement, their goals and objectives, and resulting recommendations on pregnancy prevention and prenatal and parenting services. The bulk of the report proposes and discusses the following recommendations: (1) fund a peer counselor program; (2) coordinate clinical, family planning, and prenatal services delivery; (3) require comprehensive school health education K-12; (4) conduct a statewide public awareness campaign and local prevention projects; (5) adopt a case management model for adolescent parents; (6) establish a day care assistance program; (7) increase qualifications and availability of day care providers; (8) educate and aid adolescent parents in obtaining quality day care; (9) implement day care centers in local schools or at coordinated sites; (10) identify the Governor's Commission on Children and Youth as the oversight body for implementation of the Adolescent Pregnancy and Parenthood Task Force recommendations; (11) encourage the Governor's Commission on Children and Youth to give more consideration to the needs of adolescents than has been given in the past; (12) provide adequate funding to school districts for school health services; and (13) develop a report on the costs of supporting adolescents and their offspring as compared to the costs of preventing adolescent pregnancies. (ABL)

School Students for 1988-89 School Year.
PUB DATE- Jan 91
NOTE- 168p.; For a related document, see CG 024 525.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; High Schools; High School Students; Incidence; Junior High Schools; Junior High School Students; *Substance Abuse; Trend Analysis
IDENTIFIERS- United States (Southeast)

This report contains the composite information from team administrations of the Parents' Resource Institute for Drug Education (PRIDE) drug use questionnaire administered in local schools to 6th- through 12-graders throughout the southeastern United States during school year 1988-89. The 11 states or areas included in the report are: Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, the U.S. Virgin Islands, Virginia, and West Virginia. In 1988-89 approximately 50,000 students (N=49,907) were surveyed. These surveys were combined into a summary data set and provide a tremendous amount of percentage data for analyses. Chapter I explains the purposes and procedures of the survey. In addition, to place this information in a more manageable and usable form, selected data are reported and discussed in Chapters II and III. Chapter II contains information on cigarettes, alcohol, and marijuana for the 1988-89 school year and Chapter III contains information on other illicit drugs for the school years 1988-89. Both chapters include percentage tables and graphs regarding prevalence and patterns of use of the various drugs included in the survey. Chapter IV contains a brief summary and recommendations formulated from conducting surveys in the Southeast region. Appendix A contains a copy of the PRIDE Questionnaire used to gather data in the surveys and Appendix B contains tables and selected graphs of data from the combined surveys in 1988-89. (ABL)

ED 349 516 CG 024 525

Adams, Ronald D.; And Others
The 1989 Georgia Survey of Adolescent Drug and Alcohol Use. Volume I: The Narrative Report for Survey Findings.
PUB DATE- Mar 90
NOTE- 144p.; For a related document, see CG 024 524.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Drinking; *Drug Abuse; Drug Use; High Schools; High School Students; Incidence; Junior High Schools; Junior High School Students; State Surveys; Trend Analysis
IDENTIFIERS- Georgia

The 1989 Georgia Survey of Adolescent Drug and Alcohol Use was conducted in 373 schools throughout Georgia. The stratified random sample was obtained from schools that participated in the 1987 survey (in which 93% of the school systems in Georgia participated) and were selected randomly from strata based on size of community and geographic location. The sample size for the 1989 survey was 161,153. This study also compared the findings of the 1989 survey to results of the survey conducted in 1987. Overall about one-fourth of the junior high and one-half the senior high students reported drinking beer and/or wine coolers within the past year. About 20% of the senior high attached.) (SR)

ED 349 535 CS 011 011

McEneaney, John E.
Computer Aided Reading Diagnosis.
PUB DATE- 19 Aug 92
NOTE- 23p.; Paper presented at the International Congress on Reading (1st, Moscow, Russia, August 19, 1992). English language abstract. Portions of this Russian text appear in English in "Journal of Reading," v36(1) 36-47, 1992.
LANGUAGE- Russian
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Cross Cultural Studies; *Educational Trends; Elementary Education; *Expert Systems; Foreign Countries; *Reading Diagnosis; *Reading Difficulties; *Remedial Reading
IDENTIFIERS- *Russia

Computer technologies are having an ever-increasing influence on educational research and practice in Russia and the United States. In Russia, a number of recent papers have focused on the application of the computer as a teaching tool and on its influence in instructional organization and planning. In the United States, there is a great deal of interest in the application of computers in the diagnosis and remediation of learning difficulties. American reading educators have been particularly interested in the application of expert systems (based on techniques from artificial intelligence) in reading diagnosis and instruction. The purpose of this paper is to describe the development and application of a new expert system designed to assist reading teachers in the diagnosis and remediation of reading difficulties. The paper also suggests similarities and differences between English-language and Russian-language reading diagnosis that may have implications for the development and use of computer-based diagnostic systems in Russian schools. (A diagram representing information provided by a computer-based diagnostic system on a computer screen, and a table are included.) (Author/RS)

ED 349 536 CS 011 018

Partridge, Susan
Phonemic Awareness versus Meaning Instruction in Beginning Reading: A Discussion.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Phonetics; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Teaching Methods
IDENTIFIERS- *Phonemic Awareness; *Reading Theories

Two Schools of thought prominent in reading instruction are: (1) that reading is a language-based skill which requires the reader to have a sound knowledge of phonology and that this knowledge must be at an automatic level of information processing; and (2) that reading problems are the result of being overly attentive to phonetic and orthographic features of words, to the disadvantage of the use of context. Since most

Implementation and Evaluation of a Writing Process Program.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; English Curriculum; *Faculty Development; *Inservice Teacher Education; Language Arts; Models; Program Descriptions; Program Effectiveness; Program Evaluation; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing); Yale Public Schools MI

A study examined the effectiveness of a staff development program in the Yale (Michigan) public schools, intended to provide professional development to all elementary and secondary language arts teachers about the instruction of writing process and the evaluation of student work. Evaluation of the professional development model included teacher surveys of faculty training workshops and pre- and post-workshop opportunities for students to write. Workshops for teachers received high rankings and the school district experienced a large and significant increase in student writing opportunities. To evaluate qualitative outcomes for student writing, a field experiment was conducted using an out-of-district classroom as a control. Intercorrelations for judgments were high, and the experimental class showed greater and more significant improvement than the control. The data seem to indicate that the professional development model used had an effect on teacher and student behavior and has resulted in both quantitative and qualitative outcomes. Student opportunities to write jumped by almost threefold. Furthermore, the data indicates that the direct instruction of process writing can make a significant difference in the quality of student writing. (A copy of "Teacher Training Programs in Writing," published by the Center for Effective Communication in Andover, Massachusetts, is appended.) (HB)

ED 349 556 CS 213 502

McComiskey, Bruce
Neo-Sophistic Rhetorical Theory: Sophistic Precedents for Contemporary Epistemic Rhetoric.
PUB DATE- 19 Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Epistemology; Rhetoric; *Rhetorical Criticism; *Rhetorical Theory; *Writing (Composition)
IDENTIFIERS- Burke (Kenneth); Classical Rhetoric; Gorgias of Leontini; *Rhetoric as Epistemic; *Sophists

Interest in the sophists has recently intensified among rhetorical theorists, culminating in the notion that rhetoric is epistemic. Epistemic rhetoric has its first and deepest roots in sophistic epistemological and rhetorical traditions, so that the view of rhetoric as epistemic is now being dubbed "neo-sophistic." In epistemic rhetorics, the human mind interacts dialectically with reality, and individuals interact dialectically with each other, producing knowledge. Two general approaches to sophistic doctrines have emerged recently: historical interpretation and neo-sophistic appropriation. To

Students.
PUB DATE- 87
NOTE- 191p.; For unit 1, see CS 011 039.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; *Gifted; Grammar; *Independent Study; Intermediate Grades; Junior High Schools; Lesson Plans; Letters (Correspondence); *Student Projects; Student Publications; Teacher Developed Materials; Units of Study; *Writing (Composition); Writing Assignments; *Writing Instruction

Designed to encourage self-expression in motivated students--all those who enjoy the adventure and challenge of learning--as well as in gifted and talented children in the upper elementary and junior high school grades, the 16 student writing projects described in this book lend themselves to a variety of applications, such as basic skill activities, full-class units or courses, small-group projects, independent study, and curriculum development. Every project is divided into three sections: teacher preview, lesson plan and notes, and instructional materials. The first five projects in the book (Imaginary Words, The Parts of Speech, Writing Reports, Writing Essays, and Writing Letters) emphasize such basic writing skills as grammar, sentences, paragraphs, and parts of speech. The final eight projects in the book (Creative Writing, Story Writing, Roots, Classroom Productions, Book Reports, Class Newspaper, Research/Report Projects, and Year in Review) place primary emphasis on students independently gathering information and putting facts, opinions, and commentaries into written form. The book also includes numerous reproducible student handouts and checklists, and an independent learning skills chart. (RS)

ED 349 576 CS 213 534

Teague, Alan B.
A Program To Help College Bound Students Improve Their Verbal Scholastic Aptitude Test Scores.
PUB DATE- Jul 92
NOTE- 53p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Bound Students; High Schools; Program Descriptions; *Program Effectiveness; *Scores; *Test Coaching; Test Wiseness; *Verbal Learning; Writing Skills
IDENTIFIERS- High School Juniors; *Preliminary Scholastic Aptitude Test; *Scholastic Aptitude Test

Improving the verbal scores on the Scholastic Aptitude Test (SAT) of a group of 20 high school juniors was addressed by the implementation of an SAT coaching program. A computer program, "SAT Success," and a video, "SAT Prep Video," along with practice tests from the Educational Testing Service were employed. Students were self-paced through a 12-week period, reviewing skills and practicing types of questions found on the SAT. Simulated written tests were given throughout the program and a final comparison of the Preliminary Scholastic Aptitude Test (PSAT) and the SAT verbal scores were utilized. The results indicated improvement of SAT verbal skills for the target group (only 12 of whom completed more than half of the program) as compared to a group of students in the same school who did not participate in the program. (One table of data is integration of the institution of advertising into the culture. (A syllabus, a reading and discussion schedule, and a 48-item reading list are attached.) (RS)

ED 349 596 CS 507 922

Pokrywczynski, James
War Stories Can Make Horror Stories: The Characteristics Students Look for in a "Good" Advertising Guest Speaker.
PUB DATE- Aug 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; College Students; Communication Research; Higher Education; *Public Speaking; *Student Attitudes
IDENTIFIERS- *Guest Speakers; *Oral Presentations

This study attempts to quantify the characteristics of "good" advertising guest speakers and compare the expectations of students in different settings. Sixteen guest speakers who spoke during the same academic year to introductory classes, advanced classes, and student organizations of an advertising program at a midwest university were evaluated by 197 students who attended the speeches. Results indicated that: (1) students rated speakers as "qualified," "friendly," "intelligent," and informed"; (2) in all three environments, only the "expertise" factor was a significant predictor of speaker evaluations; (3) things students liked most about guest speakers were how interesting the topic was, the speaker's personality, and the speaker's use of props/visual aids; (4) expected grade influenced what was liked most about the presentation; and (5) students at club meetings were more likely to remember "how-to-get-a-job tips"; while students in classes were more likely to list items related to the practice of advertising. (Three tables of data and 19 footnotes are included.) (RS)

ED 349 597 CS 507 924

Trager, Robert; Russomanno, Joseph A.
"The Whole Truth": The First Amendment, Cultural Studies, and Comparative Law.
PUB DATE- Aug 92
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Cultural Context; *Freedom of Speech; Higher Education
IDENTIFIERS- *Cultural Studies; *Legal Research; Media Law

This paper argues that legal research, particularly in the areas of freedom of expression and comparative law, would benefit from utilizing the broader perspectives associated with the cultural studies approach used in communication research. The paper begins with an overview of traditional media law

*Technological Advancement; *Visual Aids

The Media and Technology section of these proceedings contains the following six papers: "The Effects of Tabular and Graphical Display Formats on Time Spent Processing Statistics" (James D. Kelly); "Program Choice in a Broadband Environment" (Steven S. Wildman and Nancy Y. Lee); "Visual Crosstabs: A Technique for Enriching Information Graphics" (James W. Tankard, Jr.); "The Influence of Statistical Graphics on Newspaper Reader Knowledge Gain" (Jeffrey L. Griffin and Robert L. Stevenson); "Tradition, Confusion, and Multimedia: Balancing Stability with Change in Setting Standards" (John E. Bowes and Scott D. Elliott); and "Regulating the Kaleidoscope: An Analysis of Policy in the Information Age" (Steven Dick). (SR)

ED 349 617 CS 507 964

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part X: Health, Science, and the Environment.

PUB DATE- Aug 92

NOTE- 217p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045. Some papers may contain light type.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Audience Response; Cognitive Processes; Communication Research; Foreign Countries; Media Research; *News Reporting; Programing (Broadcast); Risk; Science History; Sexuality; Space Exploration; Television

IDENTIFIERS- *Environmental Reporting; Health Communication; Print Media; Rhetorical Strategies; Science News; *Science Writing

The Health, Science, and the Environment section of these proceedings contains the following seven papers: "Columbus, Mars, and the Changing Images and Ideologies of Exploration: A Critical Examination" (Lin Bin and August T. Horvath); "Prime Time TV Portrayals of Sex, 'Safe Sex' and AIDS: A Longitudinal Analysis" (Dennis T. Lowry and Jon A. Shidler); "Reading Risk: Public Response to Print Media Accounts of Technological Risk" (Susanna Hornig and others); "Strategies of Evasion in Early 17th Century French Scientific Communication" (Jane Thornton Tolbert); "Words and Pictures: Expert and Lay Rationality in Television News" (Lee Wilkins); "News from the Rain Forest: The Social Integration of Environmental Journalism" (Allen Palmer); and "The Science Newswriting Process: A Study of Science Writers' Cognitive Processing of Information" (Jocelyn Steinke). (SR)

ED 349 618 CS 507 965

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part XI: Advertising.

PUB DATE- Aug 92

NOTE- 462p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060) technical aspects of the process, such as time factors and the cyclic nature of events. Chapter 4 describes how a small district in Mississippi used renorming to reform its English program. Conclusions are that successful change depends on effective leadership, community consensus, and employing a systemic approach. Appendices describe one superintendent's experiences and the renorming efforts of five school districts: Pontotoc, Mississippi; Springdale, Arkansas; Ardmore, Oklahoma; Social Circle, Georgia; and Richmond County, Georgia. (65 endnotes) (LMI)

ED 349 637 EA 024 193

Open Enrollment within Texas' Public School Districts. From the State Board of Education. Submitted to the Governor, Lieutenant Governor, and the Seventy-Second Texas Legislature, 1989-1990.
PUB DATE- Jan 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; *Educational Equity (Finance); *Educational Policy; Elementary Secondary Education; *Open Enrollment; *Public Schools; *School Districts
IDENTIFIERS- *Texas

Open enrollment is a subject of policy debate among educators and policy makers both at the national and state levels. Open enrollment is defined as the notion of enabling parents and students to choose among school sites and districts, without regard to place of residence. Proponents claim that open enrollment will enhance racial integration, improve student achievement, empower parents and stimulate parental involvement, foster healthy competition among schools, enhance professionalism of educators, incur little additional cost, and improve accountability. The 71st Texas Legislature directed the State Board of Education to appoint a committee composed of legislators, educators, and private citizens to study the advisability and feasibility of open enrollment within school districts. This report presents a brief outline of the characteristics of intradistrict open enrollment, initiatives and desired outcomes associated with such policies, the constraints and issues to be addressed in designing and implementing an intradistrict open enrollment policy, and the current status of intradistrict open enrollment in Texas. Appended are demographic profiles of Texas districts with multiple campuses and selected districts of other states and excerpts from the statutes and regulations of Senate Bill 417. (Contains 60 references.) (RR)

ED 349 638 EA 024 195

MacBeath, John E. C.
Indicators of Attitudes to Education--What Do You Expect?
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attitudes; *Educational Development;

superintendents' leadership styles and educational change are presented in this paper, with a focus on the implementation of the EDUCATION 2000 National Model Schools Network, a site-based school improvement and restructuring initiative of the American Forum for Global Education. The project seeks to identify student needs for the 21st century and to design a comprehensive K-12 curriculum plan to meet those needs. Data were collected from observations, documents, and interviews with superintendents and steering committee members in a rural and an urban school district. Findings suggest that contextual factors, such as appropriateness of the proposed innovation and reasons for commitment to the project, significantly affected initiation and implementation in both districts. The degree of superintendent involvement with key educational stakeholders influenced project outcomes, illustrating the superintendent's critical role in facilitating or inhibiting an environment conducive to change. The potential for institutionalizing educational change is greatly increased if the process includes the active involvement and unambiguous commitment of the superintendent, shared leadership roles, participatory decision-making critical inquiry, self-education, support of partners, and adequate time and resources. Three figures are included. (Contains 58 references.) (LMI)

ED 349 659 EA 024 262

Gordon, David
The Symbolic Dimension of Administration for Effective Schools.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; High Schools; Organizational Climate; Organizational Communication; *Organizational Theories; *School Effectiveness; *Symbolism; *Symbols (Literary)
IDENTIFIERS- *Israel

The usefulness of the symbolic dimension for understanding educational administration is described in this paper, which discusses how the interpretivist rather than functional perspective is a more fruitful way of looking symbolically at organizations. The symbolic aspects of school culture, particularly its types of discourse, story, and script, are crucial in determining a school's effectiveness. A case study of an Israeli secondary school that implemented a school improvement initiative, the Shevach Project, in Israel, compared how the organizational script changed upon the arrival of the new local education department head. Negotiation with the head, who planned to create a selective, high status academic track, led to the development of a new script in which school excellence was decoupled from elitism. A conclusion is that the notions of discourse, story, and script are useful for understanding the change process and for organizational planning, and that the quality of effective schools' symbolic worlds differs from those of ineffective schools. (Contains 22 references.) (LMI)

ED 349 660 EA 024 263

Kennedy, Kerry J.; Hopmann, Stefan

Preliminary Models of Teacher Organizational Commitment: Implications for Restructuring the Workplace.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Models; *Predictor Variables; School Effectiveness; *School Organization; School Restructuring; *Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- *Organizational Commitment

Based on a review of recent research on school effects and workplace psychology, this paper hypothesizes that three core concepts comprise teacher organizational commitment: (1) belief in school goals and student learning ability; (2) intention to remain an active member of the school; and (3) willingness to exert extra effort on the school's behalf. The academic literature and national reports assume that many public school teachers commitment to the proper means and ends of education. Since little is actually known on the subject, the study summarized in this paper develops and empirically tests an index of teacher organizational commitment and examines the organizational conditions, processes, and individual features affecting it. The study uses the High School and Beyond database derived from a nationally drawn stratified probability sample of 1,032 high schools; core data were gathered from the 1984 Administrator and Teacher Survey. Overall, the analysis suggests that organizational support, collaboration climate, school orderly environment, encouragement for innovation, shared decision making, and frequency of supervision directly affect teacher commitment. The most powerful predictors of teacher organizational commitment are teachers' motivation to learn and sense of efficacy. Women tend to have higher school commitment than males. Also, years of experience correlate negatively with organizational commitment. (Contains 83 references.) (MLH)

ED 349 681 EA 024 291

Thomas, Carol F.
Drug-Free School Zones: Taking Charge.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Cooperative Planning; *Drug Abuse; Early Intervention; Elementary Secondary Education; Law Enforcement; *Prevention; *Program Implementation; *School Community Relationship; Substance Abuse
IDENTIFIERS- *Drug Free School Zones

Information for planning and implementing drug-free school zones within a broader school-community prevention and intervention program is provided in this guidebook. The first section provides background information on drug-free school zone legislation and common elements of drug-free school zones. The risk and protective factors for alcohol and other drug (AOD) use are also discussed. The second section outlines steps for

PUB DATE- Sep 92
NOTE- 197p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; *Community Support; County Programs; *Curriculum Development; *Drug Education; Elementary Secondary Education; Family School Relationship; Higher Education; Parent Education; *Parent Participation; *Peer Counseling; Prevention; *Program Descriptions; School Community Programs; State Programs; Student Personnel Services
IDENTIFIERS- *Drug Free Schools; Partnerships in Education

Descriptions of 80 programs of drug prevention and intervention efforts in 9 states and Pacific territories are grouped into categories. The states and territories are: American Samoa, Alaska, California, Guam, Hawaii, Idaho, Montana, Nevada, Northern Mariana Islands, Oregon, Republic of Palau, Washington, and Wyoming. Each section contains an introduction and a list of programs grouped by state. First, peer programs describe prevention efforts that utilize peer influences in a positive way. Second, student assistance programs include support groups and a year-round program for pregnant and parenting students. Third, community partnerships describe circumstances where school/community partnerships collaborate with agencies and organizations. Fourth, parent programs (family support) use various approaches to encourage parent and family participation. Fifth, comprehensive programs have clear and consistent policies that provide for helping students. This section also includes the 10 programs from this region selected for the 1991-92 Drug-Free School Recognition Programs. Sixth, institutes of higher education are working with prevention task forces and student advisory boards. The seventh section describes county and state initiatives. Examples of district-produced curriculum are provided in the eighth section. Finally, the ninth section describes special events and annual practices that strengthen community and school bonds. Each program summary states its title, who to contact, the intended audience, an overview, and the components, including program description, community alliances, successful indicators, obstacles, and the key to success. (MLF)

ED 349 701 EA 024 320

Sieber, Robert G.; Austin, Gregory
Prevention Bibliography 1991-1992: An Annotated Guide to Information on Alcohol, Tobacco, and Other Drug Use among Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 92
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Alcoholism; *Drug Abuse; Drug Addiction; Drug Education; Drug Rehabilitation; Drug Use; Elementary Secondary Education; Intervention; *Prevention; Program Evaluation; *Substance Abuse; *Tobacco

The second in a series of annual guides to the literature on alcohol, tobacco, and other drug use among American youth and its prevention, this annotated bibliography for June 1991-June 1992 attempts to bridge the communication gap between practitioners and researchers. This bibliography consists of an indexed collection of 237 references with abstracts that pertain to new developments in etiological research, program

NOTE- 35p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Development; *Disabilities; Early Childhood Education; Evaluation Methods; Intervention; Observation; Physical Environment; *Play; *Social Behavior; Social Integration; *Toys

This literature review on the importance of play in the development of children focuses on play differences of exceptional children, methods of observing and assessing play, play interventions, the use of toys and playthings, the role of nonhandicapped peers in play, the physical environment for play, and the role of adults. The paper concludes that play can not only be used to gain assessment information but can also be used to teach and reinforce new skills. Several transparency masters are appended to the paper, including observation forms and information on definitions of play, benefits of play, play skills of disabled children, considerations for direct instruction in play, levels and categories of play, play interventions, characteristics of playthings, arrangement of the physical environment, and levels of adult involvement. (Contains 36 references.) (JDD)

ED 349 722 EC 301 466

Harris, Yvette; And Others
A Study of Parent-Child Attachments in HIV /AIDS Minority Families.
PUB DATE- 12 Nov 91
NOTE- 10p.; Paper presented at the Council for Exceptional Children's Topical Conference on At-Risk Children and Youth (New Orleans, LA, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Extended Family; Family Caregivers; Family Involvement; Family Relationship; Family Role; Interviews; *Medical Services; *Minority Groups; *Social Support Groups; *Symptoms (Individual Disorders)

This study examined medical services and support services available to and utilized by minority families where a child and/or parent was identified as having Human Immunodeficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS). Sixteen caregivers of children (ages 2-4) diagnosed as HIV positive or children who had been exposed to the HIV/AIDS virus participated in the study. Caregivers were administered the Pediatric AIDS Interview which covered demographic information, child's medical history, medical services, medical management, family and friend support, use of external support services, and coping strategies. Among the results were the following: (1) over 80% of respondents indicated that they were pleased with the quality of their child's medical care; (2) 62% of the participants had informed their immediate family; (3) 70% reported that there were no support groups in the area for families of HIV positive children; (4) coping strategies included praying, going to support meetings, learning about the new developments in AIDS research, focusing on positives, and not thinking about the child's illness; and (5) extended a Hypermedia Encyclopedia with Third Graders" (Marilyn Heyn); "Enhancing Critical and Creative Thinking with a Multimedia Authoring Tool" (Louise Wilson); "A Principal's View of Hypermedia" (Vera Risdon); "The Multimedia Classroom" (Elaine Montoya Prickett); and "Hypermedia Enhanced Basal Readers: 'A Book Can't Do That...'" (Randall Boone and Kyle Higgins). A resources section lists definitions of terms; books, directories, and newsletters; publishers of multimedia software, videodiscs, and other educational technology; and 33 references. (JDD)

ED 349 741   EC 301 486

Taylor, Larry
Increasing Parent Involvement in the Reevaluation Process of High School Level Special Education Students by Accommodating Scheduled Meeting Times, Valuing Parent Input and Sensitizing Parents and Staff to the Needs and the Rights of Handicapped Students.
PUB DATE- 8 Jul 92
NOTE- 65p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Disabilities; High Schools; *Individualized Education Programs; Meetings; *Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; Student Evaluation; Student Needs; Student Rights

This practicum addressed educators' concerns that relatively few parents involve themselves in the reevaluation process of high school-level students with mild disabilities. The practicum sought to increase parent involvement in the development of 10 students' academic and career/vocational programs. The practicum involved encouraging parents to attend reevaluation meetings and welcoming parents' input in decision making. Parent training and staff training were conducted to help participants become more sensitive to the needs and rights of all students with disabilities. Analysis of practicum data revealed that students, parents, and teachers generally found the intervention to be helpful in increasing awareness of student rights; that more parents participated in the reevaluation process; and that students, teachers, and parents noted an increased feeling of partnership among themselves. Appendixes contain survey forms and other practicum administration materials. (13 references) (JDD)

ED 349 742   EC 301 487

Ratliff, Mary A.
Improving the Screening Process for Identifying Students with High Academic Potential from Minority Populations.
PUB DATE- Jul 92
NOTE- 158p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Black Students; Cultural Differences; Elementary Secondary Education; Evaluation Methods; Hispanic Americans; Inservice Teacher Education; *Minority Groups; *Screening Tests; Student Evaluation; Teacher Attitudes; *Test Construction; White Students

This practicum was designed to improve screening procedures for identifying students with high potential, to develop and field

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Economic Factors; Equipment Evaluation; Federal Aid; Federal Regulation; Government Role; *Incentives; Legal Responsibility; *Manufacturing; Manufacturing Industry; *Marketing; Patents; Public Policy; *Rehabilitation; Research and Development; Technology

Personal interviews and written correspondence were used to obtain information from 39 officers of companies involved in the manufacture and distribution of rehabilitation-related products, regarding their perceptions of the potential effects of various economic factors and governmental policies. An attempt was made to identify disincentives to industry participation in the field of rehabilitation technology and to discover incentives that might promote increased commercial activity. Findings are reported for the following issues: financing rehabilitation product acquisition; product identification, selection, and evaluation; market data; federal regulations; patent policy; liability insurance; professional training; and federal funding for development and manufacturing activities. Survey results suggest that industry will supply products for disabled people when market demand is present. Company leaders apparently do not consider identification or evaluation of new products to be disincentives to involvement in the rehabilitation market, nor do they consider government regulations and patent policy to be major disincentives. The primary disincentives relate to small market size, the meager financial resources available to disabled customers, and the difficulties encountered in disseminating product information. (JDD)

ED 349 760 EC 301 506

Kabrich, Mary; McCutchen, Deborah
Phonemic Support in Comprehension: Comparisons between Mildly Retarded and Nonretarded Learners.
PUB DATE- Apr 92
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Listening Comprehension; *Mild Mental Retardation; *Phonemics; *Reading Comprehension; *Reading Difficulties; Reading Rate; *Short Term Memory; Speech; Word Recognition

Three experiments investigated the extent to which children of various intellectual abilities rely on speech-related processes in working memory. Subjects consisted of 16 learners with mental retardation (MRLs) in grades 5-9 and 16 nondisabled learners (NLs) in grades 2-3, matched in word recognition skills. The independent variable within each experiment was the phonemic content of verbal stimuli. In a word memory task, MRLs showed no decrement in performance with phonemically similar word lists, whereas NLs recalled fewer words from lists containing phonemically similar words. In a listening comprehension task, both groups evidenced similar decreases in accuracy when sentences contained phonemically similar words. In a reading comprehension task, although MRLs read more slowly overall, they showed no decrement in reading speed on sentences

Education; Higher Education; *Incidence; Infants; Intervention; Physiology; *Policy Formation; *Prenatal Influences; *School Role; Teacher Education; Young Children
IDENTIFIERS- *Fetal Drug Exposure

This bulletin highlights topics addressed at a National Association of State Directors of Special Education (NASDSE) Action Seminar on Infants Exposed to Illicit Drugs and Alcohol in Utero. The incidence of babies being born exposed to cocaine and other illicit drugs is outlined, and it is concluded that numbers appear to be on the rise. The effects of illegal drugs on newborns are spelled out, and physiological causes of these effects are noted. Myths and realities in the effects of illicit drug use are identified. The need for joint coordinated efforts by several service agencies is discussed. Behavioral and academic strengths and limitations of these children, as determined from several research projects, are described. A list of recommendations pertaining to infants and children exposed to illicit drugs is presented. The bulletin concludes with NASDSE's statement to the House Select Committee on Narcotics Abuse and Control at a July 1991 hearing, and an excerpt from an amendment to the Higher Education Act Reauthorization related to training for teachers of drug-exposed children. (JDD)

ED 349 782 EC 301 529

Tatel, David; Brannan, Patricia A.
The 1990-91 Term of the Supreme Court and Its Impact on Public Schools.
PUB DATE- Feb 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activism; *Court Litigation; Disabilities; Elementary Secondary Education; Employment; *Labor Relations; *Legal Responsibility; Politics; *School Desegregation; School Districts; School Responsibility; *Special Education; *Student Rights; Teacher Rights
IDENTIFIERS- *Supreme Court

This bulletin reviews the 1990-91 term of the U.S. Supreme Court in terms of its impact on public schools, finding that the Court tended to decline to review decisions by lower courts that gave school districts discretion to resolve questions of student and employee rights. Court opinions that were handed down are discussed, and the impact of cases that the Court declined to review is also discussed. Court opinions are organized into five subject areas: desegregation, voting rights and political activity, employment and labor, student rights, and special education. (JDD)

ED 349 783 EC 301 530

The Americans with Disabilities Act: New Challenges and Opportunities for School Administrators.
PUB DATE- Jun 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Civil Rights; *Civil Rights Legislation; Compliance (Legal); *Disabilities; Drug Use; Elementary Secondary Education; Employment; Equal Education; Equal Opportunities (Jobs); *Federal Legislation; *Handicap

LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Administration Education; *Class Activities; Employer Attitudes; *French; Interviews; Languages for Special Purposes; Second Language Instruction; *Videotape Recordings; Vocabulary
IDENTIFIERS- *Authentic Materials

This paper discusses the use of videotapes furnished with the "Valise du Francais des Affaires" from the Chambre de Commerce et d'Industrie de Paris to teach business French. In the videotapes, French employers discuss the type of employee they would like to hire, and the problems they have encountered in some of the interviews they have conducted with potential employees. The paper highlights vocabulary and concepts contained in these videos that would be unfamiliar to the average American student, provides short descriptions of French companies (using the companies' annual reports), and focuses on interview situations delineating some of the problems discussed. The second part of the paper consists of an excerpt from a promotional video prepared by the Renault Company to underscore France's advanced automobile technology. This particular video is suitable for beginning engineering and business students in French. Exercises and suggestions are presented that provide a variety of opportunities for introducing business French. These activities constitute a break from normal classroom activities and are one way of enhancing students' entry into the world of languages in the professions. (JL)

ED 349 805 FL 020 539

Koh, Lily
From Base to Action: Bridging the Gap between Language and Communication Textbooks and the Professional World.
PUB DATE- 92
NOTE- 19p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Administration Education; *Communicative Competence (Languages); *English for Special Purposes; Foreign Countries; Higher Education; Instructional Material Evaluation; Language Teachers; Material Development; Second Language Instruction; Teacher Role; *Textbooks

This paper advocates flexibility in the use of textbooks and materials for teaching languages for specific purposes. Language and communication instructors are encouraged to adopt a positive approach in drawing the relevant aspects out of textbooks and printed materials and linking them to the interactive features in the business and professional world. It is suggested that, in this way, an effective link from the base to the action can be built and communicative competence in learners can be prompted. Individual sections address the following topics: real world communication--interactive performance; the nature of real-world interactions; real-world communication tasks; an approach to textbooks and published materials; materials evaluation; use of textbook materials; adapting textbook materials; illustrations of materials the paper by Michelle Hewlett-Gomez and Lawrence Rudner are appended. (VWL)

ED 349 825 FL 020 644

Canales, JoAnn
Innovative Practices in the Identification of LEP Students.
PUB DATE- Aug 92
NOTE- 60p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Classroom Observation Techniques; Cloze Procedure; Dictation; Elementary Secondary Education; Interviews; Language Proficiency; Language Tests; *Limited English Speaking; Second Language Instruction; *Student Evaluation; Student Needs

The purpose of this paper is to describe current practices in various states used to identify linguistically different students, provide a review of literature regarding recommended practices, and offer alternative practices for identifying linguistically different students. The paper provides an information base regarding current identification practices; suggests a way to systematically identify limited English proficient student using multiple criteria; and offers a paradigm that will allow the U.S. Department of Education and the various state departments of education to collect consistent data regarding the students in need of English language assistance. Two responses to the paper, one by Julia Lara, the other by Robert Rueda, are provided. (VWL)

ED 349 826 FL 020 645

Haladyna, Thomas
Test Score Pollution: Implications for Limited English Proficient Students.
PUB DATE- Aug 92
NOTE- 49p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Achievement Tests; Elementary Secondary Education; *Limited English Speaking; *Scores; *Standardized Tests; Test Format; Test Validity

The topic of this paper is the second of a two-faceted problem involving achievement testing in the United States. The first facet is the lack of correspondence between test content and intended student outcomes in school districts, and the second facet is "test score pollution." Test score pollution describes instances where test scores for a unit of analysis, such as a class or school, are systematically inflated or deflated without corresponding changes in the content domain that a test is supposed to represent. Test score pollution is associated with standardized achievement tests; however, authentic assessments may be even more susceptible to test score pollution. First, the concept of validity is examined, and

This guide is intended to clarify for teachers and other instructional leaders the purpose and content of the foreign language curriculum of Georgia's public schools and to assist in more uniform preparation in foreign languages. The guide is organized according to the foreign language goals and objectives of the state's mandated core curriculum. Chapters address the following topics: the philosophy and rationale of foreign language education; the academic, social, and economic benefits of foreign language education; principles of language proficiency and proficiency-based instruction; principles of language program design for the elementary level (including immersion and exploratory courses), middle school, and high school; teaching for cognitive skill development; use of error correction and appropriate feedback concerning accuracy; types and uses of instructional technology; textbook evaluation (forms included) and adaptation; and considerations in student assessment. Appendixes include the following materials: American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines; a scope and sequence of course content for language functions for each of four instructional years (presented separately for modern languages and Latin); names and addresses of individuals and organizations that can serve as resources in planning; sources of realia and instructional materials; and a brief bibliography. (MSE)

ED 349 846 FL 020 683

French I Resource Guide. French I Course Number: 60.011.
PUB DATE- 92
NOTE- 155p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Cognitive Development; Course Content; Curriculum Design; Educational Philosophy; Elementary Secondary Education; *French; *Instructional Design; Introductory Courses; Language Skills; Public Schools; Second Language Instruction; *Second Language Learning; State Curriculum Guides; *State Standards; Student Centered Curriculum; Student Evaluation; Units of Study
IDENTIFIERS- *Georgia

This guide describes classroom activities and instructional techniques, including the use of computer programs, to be used in implementing the first-year core French language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units based on core curriculum objectives and language functions follows. Each unit outlines the function, the activity objective, language needed, specific skills addressed, suggested time frame, materials needed, procedures, evaluation methods, and supplemental activities, and includes student worksheets. Unit topics are: animals; classroom objects; classroom routine; clothing; colors; days, months, and seasons; family; geography; rooms of the house; numbers; body parts; time and time expressions; vacations; and weather. A list of print, nonprint, and computer resources for instruction is included, and a series of handout masters is appended. (MSE)

Education; Employment Interviews; *Employment Potential; Financial Support; *Information Sources; Instructional Materials; Job Placement; *Job Search Methods; *Job Skills; Resource Materials; Special Needs Students
IDENTIFIERS- *Career Resource Centers

This handbook explains how to develop, equip, and staff a Career Resource Center. Following the introductory material, 10 sections contain lists of information sources and materials under the following headings: (1) reference materials; (2) employability skills resources; (3) employability skills curriculum; (4) films and videos; (5) computer career information delivery systems; (6) staff resources; (7) funding sources; (8) special populations resources; (9) job placement services; and (10) supplemental reading and resources. This guide also contains samples of the following forms: student and instructional staff registry forms, monthly use form, employer job announcement form, and job filled card. The last half of this document is an appendix containing an employability skills (job application and interview) instructional unit. This unit contains the following sections: unit objective; specific objectives; notes to the instructor; answers to assignment sheets; information sheets; assignment sheets; tests; and transparency masters. (NLA)

ED 349 385 CE 061 107

Job Hunter's Guide Featuring the Seek-a-Job Flock.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Guidance; *Employment Interviews; Employment Services; *Job Application; *Job Search Methods; Resource Materials; Social Networks

This job hunter's guide features the "Seek-a-Job Flock," a set of bird characters that humorously help to illustrate job hunting basics. The guide contains five sections: (1) how to find job openings; (2) how to make the interview appointment; (3) how to complete the job application form; (4) how to act during the interview; and (5) how to follow up the interview. Samples of a follow-up letter, application for employment, list of local contacts, and pocket resume are provided. (NLA)

ED 349 386 CE 061 215

Dietz, A. Steven; And Others
Development of a Model for Measuring Student Satisfaction with Non-Traditional Degree Programs.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Conference of the Southwestern Social Science Association (Austin, TX, March 18-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Higher Education; Item Banks; Models; *Nontraditional Education; *Occupational Mobility; *Participant Satisfaction; Program Effectiveness; Program Evaluation; *Student Attitudes; Surveys; *Test Construction; Test Items; Test Reliability; Vocational Education

involved in service delivery, breadth of services, and additional resources needed to support those services. Organizations applying for funding should consider the following elements of the operation of an adult education program: targeting clients/learner requirements, facilities requirements, agency linkages, intake procedures, curriculum, instructional methods, staff development, learner assessment, and data collection. A number of practices have been implemented by state adult education offices to address administrative and fiscal requirements: administrative caps, local match, reimbursement process, documentation of agency eligibility, data reporting/learning confidentiality, distribution of formula funds, state hour limitations, and previous experience requirement. National organizations should model collaborative working relationships at the national level and provide technical assistance and financial support to help state and local affiliates meet challenges and opportunities of the new legislation. A list of workshop participants is provided. (YLB)

ED 349 404   CE 061 869

Copa, George H.; Bentley, Carol B.
Vocational Education. Reprint Series.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 58p.; Article originally published in the "Handbook of Research on Curriculum" (American Educational Research Association, 1992, pp. 891-944).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; Career Education; Curriculum; Curriculum Design; *Curriculum Development; *Curriculum Research; Distributive Education; Elementary Secondary Education; Home Economics; Industrial Education; Marketing; *Public Schools; Research Needs; *Vocational Education

This document presents a historical curricular analysis, reviews current curricular research, and offers suggestions for future curricular research in vocational education. It focuses exclusively on the K-12 public school. The first section, a review of research on the development of vocational education as a curricular category, traces each of the major subfields of vocational education as well as the history of vocational education as a whole from their beginnings to about the mid-1970s. The second section, a review of current curricular research in the field, focuses on the period from the mid-1970s to the present. The review shows a considerable increase in attention to vocational education as an integrated instructional system, side by side with the attention given to specific subfields during the 1980s, and a shift in focus to the relationship of vocational education to the rest of the educational system in purposes and curriculum. Both sections show that, although the curricular research is extensive and disciplined, it is in large part still narrowly focused on technical competence, lacking in an overall conceptual framework, and heavily reliant on a single approach to curriculum development. The final section suggests areas for further research, treating each in one or two paragraphs. The areas include: general versus specific education, higher order thinking, basic skills, integration, keeping up to date, articulation, transition from school to work and family life,

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Career Education; Disabilities; Disadvantaged; Educational Development; Educational History; Educational Practices; Foreign Countries; Industrial Training; Inplant Programs; *Job Training; Postsecondary Education; Secondary Education; *Vocational Education; Womens Education
IDENTIFIERS- *Germany

The German education system is the responsibility of the 16 federal states. The federal government plays the leading role in regularizing the on-the-job section of occupational training in the dual system. Other forms of occupational training are full-time vocational schools and further full-time vocational training schools. The on-the-job part of the dual system goes back to the medieval crafts guilds. With the introduction of compulsory attendance in vocational schools for apprentices in the 1920s, trade training became dual. The main location of vocational training within the dual system is the employing firm, which must have suitable instructors and comply with training regulations. Inplant training is supplemented by interplant instruction courses and an interlinked training system. Coordination between the vocational training school and the firm is one of the major problems in the dual training system. Career information is provided only at main schools. Most large cities now have Careers Information Centers. Recruitment efforts are aimed at both able and less able youth. Special training programs are available for disadvantaged and handicapped individuals, foreign youth, and women. State-financed vocational further training has been chiefly concentrated on interplant programs. Further development of vocational training is influenced by work force requirements and demographic development. (Appendixes include a glossary, addresses of 13 important ministries and other organizations, and 5 references in German.) (YLB)

ED 349 422 CE 061 920

Kindler, Jan
Managing Progress: A Staff Development Package on Evaluation in Adult Literacy and Basic Education.
PUB DATE- 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Programs; Educational Objectives; Educational Planning; Foreign Countries; Goal Orientation; Inservice Teacher Education; Instructional Materials; Learning Activities; *Literacy Education; *Program Development; *Program Evaluation; Staff Development; Student Development; *Student Evaluation; Teacher Workshops; Teaching Methods
IDENTIFIERS- Australia (Victoria)

Intended for adult basic education program coordinators and the parent institutions of these programs, this package is designed for use with groups or individuals to introduce and develop the idea of evaluation in adult basic education programs. It is suggested for use in a workshop format; the whole package should take approximately 2 full days to cover. The four units programs, and retention in or completion of secondary school or its equivalent; about half the states are having considerable difficulty developing such standards. FSETP and JOBS programs are required to implement performance standards, but they have not yet been developed. Based on the experience of these other programs with performance indicators, the following lessons appear most relevant to adult education: (1) establish appropriate indicators and standards; (2) allow state and local flexibility; (3) develop management information systems; (4) provide states with technical assistance; and (5) take steps to avoid unintended effects of indicators. (11 references) (KC)

ED 349 441 CE 061 946

Condelli, Larry; And Others
Synthesis of State Quality Indicators for Adult Education Programs. Draft Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 140p.; For related documents, see CE 061 944-945.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Evaluation Criteria; *Evaluation Methods; Federal Legislation; *Literacy Education; Program Evaluation; Program Improvement; *State Programs
IDENTIFIERS- National Literacy Act 1991; *Quality Indicators

As a preliminary to developing criteria to meet quality control requirements of the National Literacy Act of 1991, this report analyzes four areas where state education agencies examine program quality: local program monitoring to assess compliance or promote program improvement; criteria used to evaluate local program funding applications; program evaluations of state or local adult education programs and evaluations of projects designed to improve program quality; and explicit indicators of local program quality already in use by states. Data were gathered through a review of 46 monitoring instruments and 20 proposal review protocols, requests for proposals, or funding criteria. Following an introductory section describing the research methodology and aims of the study, the report is organized in five sections. Section 2 presents monitoring indicators, section 3 evaluation indicators, and section 4 funding indicators. Each section includes descriptions of documents reviewed and summaries of research methodology, of how the information is used, and of the general topics and quality indicators used in a majority of documents under review. The information is presented in tabular form by component area, topic area, indicator, and specific measure. Section 5 of the report describes explicit quality indicators used in seven states, and the final section lists quality indicators synthesized from all four sources. Appendixes, which make up half the document, present individual summaries of the program evaluation and state summaries of funding criteria. (KC)

ED 349 442 CE 061 947

Seamon, Joan
Literacy Policy in the United States.
PUB DATE- 3 Aug 92
NOTE- 13p.; Paper presented by the Director of the Department of Education, Division of Adult Education and Literacy at "Adult Literacy: An International Urban Perspective Conference" (New

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Educators; Adult Students; *College Programs; Continuing Education; Correctional Education; Distance Education; *Educational History; *Educational Philosophy; *Educational Practices; Educational Research; *Educational Trends; Evaluation Methods; Faculty Development; Foreign Countries; Futures (of Society); Industrial Education; Mentors; Postsecondary Education; *Professional Continuing Education; Student Evaluation; Teaching Methods; Womens Education
IDENTIFIERS- *Canada

These proceedings contain 24 papers in English and 3 papers in French: "Adult Education and the Social Sciences" (Draper); "Readability as Applied to an ABE (Adult Basic Education) Assessment Instrument" (Taylor, Wahlstrom); "Quality of Worklife: Adult Education Administrators Speak Out" (McKee, Murphy); "The Problem of Journal Searching: The Case of Retrieving Adult Education Evaluation Articles" (Dobson); "Mutual Enlightenment in Edwardian Vancouver" (Hunt); "Psychosocial Representations and Adult Education" (Chene); "A Participatory Research Project against Sexism" (Chervin); "Change and Continuing Professional Education" (Rogers); "The Leadership Function of Government" (Selman); "Manifestations de meta-apprentissage en situation d'autodidaxie" (Tremblay, Danis); "Notes towards a Definition of Community in Adult Education" (Thomas); "The Origin and Major Influences of Agricultural Extension in North America" (Roy-Poirier); "Le recit de formation" (Chene); "Report on CASAE/ACEEA (Canadian Association for the Study of Adult Education/L'Association Canadienne pour l'etude de l'education des adultes) History Sub-Committee Meeting"; "Opening Remarks, Symposium on Adult Education and Peace" (Thomas); "Education for Peace, and Adult Education" (Roberts); "Education as a Soporific Activity" (McQueen); "Quality Assurance in Adult and Continuing Education" (Waldron, Carley); "Adults' Prior Learning: An Overview of Various Methods of Recognition" (Sansregret); "Adult Education in Saskatchewan during the Three Phases of Settlement in the Territorial Period 1870-1905" (Mein); "A New Intensive Continuing Professional Education Experience" (Murphy); "St. Francis Xavier Department of Adult Education: Challenge and Promise" (Dobson, Gillen); abstract of "Toryism and Adult Education: A Canadian Myth Exposed" (Boshier); "Education in Canadian Federal Prisons: An Historical Analysis" (Owens); "Student Perceptions of Three Models of Self-Directed Learning in a Graduate Program of Adult Education" (Herman); "Les modes d'apprentissage et les raisons du choix de ces modes" (Blais); and "Towards Alternate Models in Continuing Professional Education Evaluation Research" (Baskett). Most of the papers contain bibliographies. (KC)

ED 349 462 CE 062 030

Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (4th, Montreal, Quebec, Canada, May 28-30, 1985).
PUB DATE- May 85
NOTE- 418p.; For other proceedings, see ED 299 461, CE 062 029-032, and CE 062 035-037.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *Adult Students; College Programs; Continuing Education; Educational History; *Educational Philosophy;

teenager's knowledge of more distant job openings and policies to reduce the transportation costs these youth incur in commuting to more distant jobs. (Appendixes include 119 references and an index.) (YLB)

ED 349 477 CE 062 070

Bain, Trevor
Banking the Furnace: Restructuring of the Steel Industry in Eight Countries.
PUB DATE- 92
NOTE- 223p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Communication; Collective Bargaining; Comparative Analysis; Cost Effectiveness; Costs; Employer Employee Relationship; Federal Government; Foreign Countries; *Government Role; *Industrial Structure; Labor Economics; Labor Education; *Labor Relations; *Metal Industry; *Retraining; Unions
IDENTIFIERS- Belgium; Canada; Germany; Great Britain; Japan; Luxembourg; Sweden; United States

A study examined how the cross-national differences in the social contract among managers, unions, and government influenced adjustment strategies in steel. The restructuring process in eight major steel-producing countries was studied to determine who bore the costs of restructuring--employers, employees, or government--and which industrial relations systems were more efficient. The countries were categorized as having adversarial industrial relations systems (Canada, Great Britain, and the United States) or cooperative systems (Belgium, Germany, Japan, Luxembourg, and Sweden). Beginning in 1982, more than 100 interviews were conducted with managers, union officials, works council representatives, government officials, and academicians. Findings showed that government played a minor role in restructuring in the adversarial countries, except in Great Britain, and a much more central role in the cooperative countries. Examination of union-management negotiations showed that in the adversarial countries, the unions focused on the bargaining table; plants were closed; and in two companies, there were lengthy and pervasive strikes. In the cooperative countries, plants often closed gradually, and workers were transferred; any strikes were short. In adversarial countries, the employees and their companies bore the greatest costs of restructuring; in cooperative countries, government bore the major cost. Data did not support the expectation that the adversarial systems were more efficient. Training and retraining programs are treated in the chapter on "employment adjustment." (A list of 163 references and an index are provided.) (YLB)

ED 349 478 CE 062 082

Beyond the School Doors.
PUB DATE- Oct 92
NOTE- 5p.; For the document upon which this article is based, see CE 061 976.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)

ED 349 497 CG 024 504

LaSalle, Linda A.
Exploring Campus Intolerance: A Textual Analysis of Comments Concerning Lesbian, Gay, and Bisexual People.
PUB DATE- 21 Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *College Faculty; *College Students; Employees; Higher Education; *Homosexuality; *Lesbianism; *Negative Attitudes; Student Attitudes
IDENTIFIERS- *Bisexuality; *Intolerance; Textual Analysis

Previous research has highlighted some of the problems faced by lesbian, gay, and bisexual college students. This study examined attitudes of faculty, staff, and students regarding lesbian, gay, and bisexual issues at a large public research university. Of the 1,952 faculty and staff who returned a survey on issues related to sexual orientation, 564 offered written comments while 262 of 671 students provided responses. Comments were classified in the following manner: Advocating (expressing support for lesbian, gay, and bisexual rights); Accepting; Neutral, Oppositional, and Hostile. The greatest percentage of comments fell into the oppositional category. More faculty than students expressed an advocating opinion and a fairly substantial percentage of students were accepting. Together the two categories, advocating and accepting, accounted for 29% of the total comments. There was a relatively small number of hostile comments. Comments in the oppositional category were analyzed and four themes emerged for both faculty/staff and student comments. The first theme was related to an individual's religious or moral beliefs. The second set of responses indicated a belief that lesbian, gay, and bisexual people were behaviorally and psychologically abnormal. The third theme reflected the notion that sexual orientation is a private matter and should be kept behind closed doors. The final theme reflected an opinion of being "fed up" or "tired" of the whole issue. University administrators and educators should take responsibility for educating their communities about homophobia and heterosexism, the manifestations of these concepts, and the harm that they create in the lives of lesbian, gay, and bisexual people. (ABL)

ED 349 498 CG 024 505

Kyes, Kelly B.; Barnard, Anne E.
The Effect of Fear-Inducing Stimuli upon STD Attitudes.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Fear; Health Education; Higher Education; Program Effectiveness; Sexuality; *Student Attitudes; *Visual Stimuli
IDENTIFIERS- *Condoms; *Sexually Transmitted Diseases

students reported getting intoxicated when drinking beer and 8% reported getting intoxicated drinking wine coolers. About one-third of the senior high students reported using liquor. One in seven students in grades 9-12 admitted to smoking marijuana within the past year. Two-thirds of these students indicated that they get highly intoxicated when they smoke marijuana. Use of drugs and alcohol did not occur at school. The most popular places of drug and alcohol use were the student's home, a friend's home, and in other places in the community. For older students, a car was also a popular place to drink and smoke marijuana. This pattern of drug use suggests that drug prevention is a community-wide problem that must be addressed by parents, law enforcement, business and community leaders, churches, and others in the community as well as by schools. (ABL)

ED 349 517   CG 024 526

Buri, John R.; And Others
Cognitive Overgeneralization, Parental Authority, and Self-Esteem.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoritarianism; *Child Rearing; *Cognitive Style; College Students; Higher Education; *Parent Child Relationship; *Parents; *Self Esteem

This study examined the relationship of adolescents' self-esteem (SE) to the familial variables of parental permissiveness, authoritarianism, and authoritativeness and to the cognitive variables of high standards, self-criticism, and overgeneralization. Participants (N=99) were college students from a coeducational, liberal arts university. Participants completed a mothers' authority questionnaire; a fathers' authority questionnaire; the Attitudes Toward Self Scale; a self-esteem questionnaire; and a demographic information sheet. Consistent with previous findings, both Mother's and Father's Authoritarianism were inversely related to SE whereas Mother's and Father's Authoritativeness were directly related to SE. However, hierarchical regression analyses revealed that these effects of parental authority were strongly overshadowed by the cognitive variable of Overgeneralization. The tendency to overgeneralize from failure in a specific situation to a general sense of failure was associated with 33.6% of the variance in SE; the authority variables accounted for an additional 12.2% of the SE variance. One implication of these findings is the suggestion that investigations of SE development include more than one domain of potential influence. A related practical implication of these findings is a suggestion that those programs which are designed to assist adults in their role as parents should continue to instruct these individuals in appropriate uses of authority. (ABL)

ED 349 518   CG 024 527

Stohs, Joanne Hoven
"Doing Gender" and Conflicts over the Household Division of Labor.
PUB DATE- Nov 91
NOTE- 28p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (44th, San Francisco, CA,

specialists feel that one need not preclude the other, the question of whether to teach letter-sound correspondences has been explored. Several studies show that letter-sound instruction helps students with correct spellings and readings, and that phonological awareness and letter knowledge in combination are necessary but not sufficient for acquisition of the alphabetic principle. In addition, more can be done to teach children how to use their language skills, since many children who possess decoding skills make little use of them. Teachers can use the humor, ridiculousness, and rhythm of rhyme to teach children to use their skills. Research has shown that recognizing the global, tactile, and kinesthetic reading styles of poor readers will facilitate their learning. Personality differences, psychological and metacognitive factors, the quality of teachers, and the stability of the home also play a large role in children's learning. Phonemic awareness and stress on meaning need not preclude each other, but each must be used according to the needs of individual children. Successful teaching is a huge cooperative effort, which includes teachers, parents, librarians, speech therapists, social agencies, and ministries. (Several rhymes are included and 15 implications for educators are attached.) (PRA)

ED 349 537 CS 011 023

Wright, Kelli B.
A Fourth Grade Read-Aloud Program.
PUB DATE- 92
NOTE- 99p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; Family Influence; *Grade 4; *Instructional Effectiveness; Intermediate Grades; *Reading Achievement; *Reading Aloud to Others; Reading Research; Sex Differences
IDENTIFIERS- SRA Diagnostic Reading Tests; Stockton Unified School District KS

A study investigated the effects of a read-aloud program in the Stockton Unified School District, Kansas, the independent variables being type of instruction, gender, family structure, and perception of family. The dependent variables were Reading Vocabulary, Reading Comprehension, and Reading Total from the Science Research Associates test. Subjects were 43 fourth-grade children divided as follows: 19 children in the school read-aloud group; 14 children in the home read-aloud group; and 10 children in the control group. Of 18 comparisons made, 3 were statistically significant: school read-aloud group and Reading Vocabulary; school read-aloud group and Reading Total; and gender and Total Score for the home group. Results indicated that: read-aloud subjects who were read to by the teacher at school benefited more than the control group, and girls who were read to by parents achieved more than boys. Results also indicated no association between: (1) a read-aloud program implemented in the child's home and reading achievement; (2) gender and reading achievement in the school read-aloud program; (3) family structure and reading achievement in either read-aloud program; and (4) perception of family and the school read-aloud program. Significant main effects indicated the following: school read-aloud subjects had significantly higher scores than the control group for Reading Vocabulary and Reading Total; and girls who participated in the home read-aloud program had significantly higher achievement for Reading demonstrate the affinities between ancient sophistic epistemic rhetorics and contemporary neo-sophistic epistemic rhetorics, a close comparison of the epistemic rhetorical theories of Gorgias and Kenneth Burke is enlightening. For both Gorgias and Burke, the human mind interacts dialectically with reality through language. Also, for both, humans interact dialectically with other humans, and this social and linguistic interaction constructs knowledge. Although the rhetorics of Gorgias and Burke emerged from vastly different social, economic, and political situations, they are both epistemic in nature and share numerous similarities. Only recently have theorists begun to recognize the relatively neglected sophists as of great value to present scholarly concerns. (Eighteen references are attached.) (HB)

ED 349 557 CS 213 506

Ediger, Marlow
Evaluation of Achievement in Language Arts.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Language Arts; *Student Evaluation; Teacher Made Tests; *Teacher Role

A critical task of the language arts instructor is evaluation. Pupils' products in the language arts must be continuously assessed in order that optimal progress may be in evidence. Achievement of pupils must be recorded periodically so that a pattern of behavior on the part of each child may be observed. Also, the teacher can notice more effectively which pupils need increased guidance and assistance in achieving desired objectives. Folders, tape recordings, rating scales and checklists, teacher developed tests, and essay tests can be used to measure learning achievement in the language arts and to diagnose problems. Based on diagnosis, the teacher may then guide learners to realize desired objectives as a result of teaching and learning. Finally, teachers need to frequently evaluate their own teaching, and ask themselves questions as to whether they stimulate pupils, offer them choices, and encourage them to evaluate their own achievement. (Fifteen references are attached.) (PRA)

ED 349 558 CS 213 507

Padgett, Ron, Ed.
The Teachers & Writers Guide to Walt Whitman.
PUB DATE- 91
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Creative Writing; Elementary Secondary Education; *English Instruction; Higher Education; *Poetry; Reader Response; *Reader Text Relationship; *Writing Instruction
IDENTIFIERS- *Whitman (Walt)

Fifteen poets have created this guide to teaching the work of Walt Whitman from kindergarten to college level. In essays included; 19 references, a student survey on SAT preparation time, and three appendixes containing relevant data are attached.) (Author/RS)

ED 349 577 CS 213 535

McKenzie, Flora I.
Nurturing Writing Attitudes through Collaboration across the Intermediate Grades.
PUB DATE- 92
NOTE- 93p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Brainstorming; Cooperative Learning; Elementary Education; Instructional Effectiveness; *Student Attitudes; *Writing Attitudes; Writing Improvement; *Writing Instruction
IDENTIFIERS- Clustering (Reading); *Collaborative Writing

An 8-month practicum addressed the adverse feelings for writing (shown in responses to a writing survey) of 30 intermediate-level students. Ten students from each grade level (third, fourth, and fifth) with the lowest scores completed the practicum activities. Students viewed a film for the first strategy. The students' reactions to the film served as the basis for a brainstorming activity. One of the concepts was used to develop a story. Students had the option of using one of the concepts that had been generated from the brainstorming activity or coming up with one of their own as they wrote stories. Some stories were written in groups of six, while others were done in pairs. Students had small group conferences to make corrections. Corrected work was typed, illustrated, and bound. Completed work was bound by the practicum leader. A visual was used for the second strategy--clustering. The procedure described for brainstorming was again followed. Freewriting was the final strategy. At the end of the practicum, most of the students had shown improved attitudes toward writing as documented by their responses to the post-writing survey. Those students whose scores remained the same seemed to change their attitude toward one or more areas on the survey. (Five tables and 11 figures of data are included; 24 references, the questionnaire, the letter to former participants, and a memorandum to schools are attached.) (Author/RS)

ED 349 578 CS 213 537

Novek, Eleanor M.
Newsmaking, a Tool for Self-Determination: Urban High School Students Publish a Community Newspaper.
PUB DATE- Aug 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Ethnography; High Schools; High School Students; Journalism Education; Self Determination; *Student Attitudes; *Student Publications; Teacher Student Relationship; *Urban Education
IDENTIFIERS- *African Americans; *Communication Competencies; Community Newspapers; Pennsylvania (Philadelphia)

This paper describes a strategy to enhance communication scholarship, maintaining that legal research, particularly in the areas of freedom of expression and comparative law, suffers from a narrow view, being confined by restrictive historical and precedent-based approaches. The paper then discusses the cultural studies approach to communication research, an approach concerned with the construction of meaning, and posits that studying isolated phenomena removes them from the nexus of factors which both influences and is influenced by them. As an example of a broader view, the paper focuses on a recent Canadian pornography case, an analysis of which shows the value of applying a cultural studies approach to the fields of First Amendment and comparative law. The paper does not advocate discarding traditional approaches in communication or legal scholarship, merely maintaining that complementing them with a cultural approach creates a reality that often more closely approximates "the whole truth." One hundred thirty-five notes are included. (SR)

ED 349 598   CS 507 930

Crawford, C. B.; Dierks, Dan
Coach as Transformational Leader: Pragmatic Implications.
PUB DATE- May 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Kansas Speech Communication Association (53rd, Manhattan, KS, May 8-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; Higher Education; *Leadership; *Leadership Qualities; Leadership Responsibility; Secondary Education; *Teacher Student Relationship
IDENTIFIERS- *Debate Coaches; Empowerment; *Transformational Leadership

The Transformational Leadership theory proposed by J. M. Burns (1978) may be profitably applied to the role of debate/forensic coach. A Transformational Leader aims to fulfill the personal needs of followers by giving them the power to think and act for themselves, thus empowering them to work toward the group vision. A Transformational Leader must be creative, interactive, visionary, empowering, passionate, and ethical. Coaches must evoke creativity from the squad. Coaches must also be interactive with student followers, interaction being the method to achieve the vision or broad purpose that the leader should understand. Leaders must also empower student followers through interaction. Coaches must be passionate about their role as leader and apply the highest standards possible to their squad and professional responsibilities. Coaches should try to adapt the theory of Transformational Leader to their squad. Finally, coaches have a responsibility to foster the personal and professional growth of students, the leaders of the 21st century. (Author/SR)

ED 349 599   CS 507 933

Keenan, James J.
Contemporary Macro-Issues in Human Work Organizations--Agenda for the Scientist-Practitioner in Organizational Communication.
PUB DATE- May 92
NOTE- 12p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English

DESCRIPTORS- *Advertising; Broadcast Industry; Comparative
Analysis; Content Analysis; Credibility; Ethics; Foreign
Countries; *Mass Media Role; Media Research; Newspapers;
Photographs; Research Methodology; Sex Role; Visual Stimuli
IDENTIFIERS- Advertising Education; Advertising Effectiveness;
African Americans; Asia; Condoms; New England; Transnational
Corporations

The Advertising section of the proceedings contains the following 16 papers: "Ethics of Advertising Practitioners: An Explanation Based on a Classical Theoretical Framework" (Cornelius B. Pratt and E. Lincoln James); "Sex Roles in Frightening Film Newspaper Advertisements: An Overview of the Past 50 Years" (Melissa M. Spirek); "Is Seeing Believing Where Silver and Silicon Meet? A Matter of Credibility in Advertising and News Photography Contexts" (Danal W. Terry and Michael H. McBride); "A Comparative Analysis of the Use of Corporate Advertising in the United States and Japan" (Douglas M. McLeod and Motoko Kunita); "Using the FCB Grid to Write Advertising Strategy" (Johan C. Yssel and Mark W. Walchle); "Broadcast Condom Advertising: The Cultural Hypocrisy of Network Self-Regulation" (Randy Jacobs); "A New Framework for the Study of Advertising Creative Appeals" (Mark Secrist); "An Analysis of the Growth of Transnational Advertising Agencies in Five Asian Countries: 1970-1990" (Kwangmi Ko Kim and Katherine Toland Frith); "Measuring Media Image: Expectations, Perceptions, and Attitudes of Local Retail Advertisers" (Jana Frederick-Collins); "Television News and Ads as Sources of Issue Information--Another Piece for the Puzzle Board" (Xinshu Zhao and others); "An Analysis of Competition for Listeners and Advertisers between New England Areas of Dominant Influence" (Carolyn Boulger Miller): "American and Japanese Youth as Consumers: Similarities and Differences" (Jyotika Ramaprasad and others); "In Their Own Words: Advertisers and the Origins of the African-American Consumer Market" (Dwight E. Brooks); "An Interpretive Study of Visual Cues in Advertising" (Sandra Moriarty and Shay Sayre); "The Advertising Content of African-American Newspapers" (Stephen Lacy and Karyn Ramsey); and "An Advertising Processing Model: An Empirical Investigation of the Decomposability of Attitude toward the Ad and Attitude toward the Brand" (Kak Yoon and Bonnie Reece). (RS)

ED 349 619 CS 507 966

Proceedings of the Annual Meeting of the Association for
Education in Journalism and Mass Communication (75th, Montreal,
Quebec, Canada, August 5-8, 1992). Part XII: Foreign and
International Media.
PUB DATE- Aug 92
NOTE- 444p.; For other sections of these proceedings, see CS 507
955-970. For the 1991 Proceedings, see ED 340 045. The sixth
paper contains small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Censorship; Comparative Analysis; Content Analysis;
*Developing Nations; Discourse Modes; *Foreign Countries;
*International Communication; Mass Media Role; *Media Research;
Political Influences; *Television
IDENTIFIERS- International News; Journalism Research; *Media
Coverage; *Television News

The International Media section of the proceedings contains the following 13 papers: "Text and Context: A Case Study of International News Discourse" (Shujen Wang); "The Future of Public Service Broadcasting in Japan and the U.K.: A

Elementary Secondary Education; Evaluation; *Foreign Countries; *International Education
IDENTIFIERS- *Indicators; *Organisation for Economic Cooperation Development

This paper describes one strand of the Organisation for Economic Cooperation and Development (OECD) project aimed at developing a set of international education indicators. This strand is concerned with attitudes and expectations of elementary and secondary schools held by parents, teachers, the public, employers, and students. The network of countries (Network D) involved have wrestled with a variety of conceptual and technical problems and have looked at the current state of the art in seven OECD countries. The similarity of thinking and of policy priority in these countries (Belgium, France, the Netherlands, Italy, Switzerland, the United States, and the United Kingdom) has been a dominant theme. Described is an analysis of the stages that the network has encountered. The first was a period of orientation and concerned itself primarily with the body of evidence that exists on the experience of school and school effectiveness. The second took a pragmatic approach by looking at the kinds of polls and surveys of attitudes and expectations that have been conducted. The third stage, in progress, includes seven additional countries--Spain, Finland, Denmark, Sweden, Portugal, Turkey, and the Walloon portion of Belgium. This stage has already produced international research studies of priority issues in the educational field. An important consideration must be that the target audience will be involved in the refinement and development of indicators. (RR)

ED 349 639 EA 024 196

MacBeath, John
A Role for Parents, Students, and Teachers in School Self-Evaluation and Development Planning.
PUB DATE- Jan 92
NOTE- 23p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Foreign Countries; Parent Attitudes; *School Effectiveness; *Self Evaluation (Groups); Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Scotland

This paper gives the reader some insight into the development and uses of one approach to school self-evaluation in Scottish schools. It first gives some history and background of the Scottish education system and its educational "glasnost." Following this is an explanation of the development of an approach to self-evaluation as a basis for school improvement and of the process that a project development team follows. The paper examines, discusses, and critically evaluates the materials and their uses. Examples of survey questions and responses to gain the perspectives of parents, pupils, teachers, and administrators are used to illustrate the evaluation process and methodology. The paper critically evaluates the process of undertaking the self-evaluation to ensure that respondents are fully informed of why the survey is being conducted, what is to be done with the information, and the confidentiality of the responses. The paper concludes by briefly summarizing issues in conducting self-evaluations. (RR)

Curriculum Policy Structures in Federal Systems of Government: The Cases of Australia and Germany.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Curriculum Development; Elementary Secondary Education; Federal Regulation; *Federal State Relationship; Foreign Countries; Government Role; *New Federalism; *Policy Formation; *Politics of Education; *State Curriculum Guides
IDENTIFIERS- *Australia; *Germany

Current efforts of curriculum reform within the federal systems of Australia and the Federal Republic of Germany are examined in this paper. The hypothesis is that the federal systems of government, in which the allocation of powers is granted to subnational governments, create independent authorities and prevent the development of national curriculum policies. A historical overview of the responsibility for curriculum and current directions of curriculum policy formation in each country is presented. Each country has a different view of federalism in relation to curriculum policy formation: in Germany, individual states have sole responsibility for curriculum policy; in Australia, intact state policy structures are coordinated with a national curriculum effort. However, Germany has achieved significant national policy objectives since 1949 without a national coordinated effort. A second difference is the ways in which intergovernmental mechanisms operate. In Germany, such mechanisms operate as a forum for the exchange of information and ideas; in Australia, they are a way to advance the national policy position. Thus, Australia gives the appearance rather than the reality of national consistency, and Germany demonstrates that uncoordinated curriculum policy was not harmful. Public participation in curriculum determination is a significant issue despite the source of control. (LMI)

ED 349 661   EA 024 264

Morris, Robert C., Ed.; Schultz, Nelda, Ed.
A Resource Guide for Working with Youth At Risk. Volume II. Proceedings of the Southeastern Conference on Youth At Risk (2nd, Savannah, Georgia, February 14-16, 1991).
PUB DATE- 92
NOTE- 265p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Dropout Characteristics; *Dropout Prevention; Educational Change; Elementary Secondary Education; Family Involvement; Higher Education; *High Risk Students; Instructional Effectiveness; Parent Participation; School Community Relationship; *School Effectiveness; *Student Needs

Summaries of 73 conference presentations dealing with youth at risk are divided into 6 sections, as was the conference. Section 1 "Understanding Students at Risk," identifies a planning drug-free school zones, suggestions include coalition-building, mobilizing the community, creating a shared vision, and evaluating results. Specific strategies for enactment by the school, community, and law enforcement agencies are described in the third section. Section 4 offers suggestions for sharing successes, describing some of the successful models and providing an annotated list of other resources. Five tables and six checklists are included. Appendices contain a literature review of AOD prevention programs and strategies and a "Sharing Your Success" recommendation form. (Contains 44 references.) (LMI)

ED 349 682 EA 024 292

Schneider, Celeste; Ammon, Paul
A Microgenetic Analysis of Restructuring in a Teacher's Understandings about Learning and Teaching.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Dialog Journals; Elementary Secondary Education; Higher Education; *Instructional Development; *Instructional Improvement; *Learning Processes; Professional Development; *Teacher Education; Teacher Education Programs; Teaching Methods

Findings of a study that explored the ways in which teachers' understandings about pedagogy evolve are presented in this paper. Previous teacher development research suggests that teachers' understandings evolve in a lawful, linear way. Although the expression of the different levels is clear, the evolution process is not. Methodology involved a "microgenetic" analysis of the weekly journal entries made by a student teacher enrolled in the Developmental Teacher Education Program at the University of California at Berkeley. Findings suggest that pedagogical thinking develops through conflicts that arise when previous ways of thinking about issues related to learning and teaching are inadequate in new classroom situations. A conclusion is that teacher educators can use journals to implement innovative curricula and engage students in developmentally appropriate activities and discussions. (LMI)

ED 349 683 EA 024 294

Robinson, Glen; Brandon, David
Perceptions about American Education: Are They Based on Facts? ERS Concerns in Education.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; *Cost Effectiveness; Educational Change; Education Work Relationship; Elementary Secondary Education; Industry; *Misconceptions; *On the Job Training; *Public Education; Remedial Programs; *Scores; *Standardized Tests
IDENTIFIERS- *Japanese Education

To meet the need for factual and objective information relating evaluations, and promising prevention and intervention strategies. New trends in the literature include comprehensive psychosocial approaches, use and prevention among minority groups, and criticisms of prevention programs' methodologies and objectives. References are indexed by document type and topic. (LMI)

ED 349 702 EA 024 321

McCarthy, Martha
Home Schooling and the Law. Policy Bulletin No. PB-B15.
PUB DATE- Sep 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; *Home Schooling; *Parent Rights; Parents as Teachers; School Attendance Legislation; *School Law; *State Legislation
IDENTIFIERS- *Indiana

Many parents critical of public education have removed their children from public schools and are schooling them at home. Home schooling has generated a number of lawsuits. Controversies have arisen over the definitions of "school" and of "equivalent instruction," parents' qualifications to teach, and religious exemptions from state compulsory school attendance laws. Parents have focused recent efforts on the political process. Since 1982, 30 states have eased restrictions on home education programs. During the 1992 Indiana legislative session, a bill calling for extensive regulation of home education was dropped without a hearing. In Indiana, the number of registered home schoolers since 1985 has more than tripled: from 519 to 1,713. nationwide, the number of children being educated by home schooling is increasing, and this will likely be accompanied by pressure on state legislatures to deregulate home schooling. State policymakers face difficult decisions in striking the appropriate balance between state and individual interests. (Contains 35 references.) (MLF)

ED 349 703 EA 024 322

Mack, Carl, Jr.
Mistaken Identity and Issues in Multicultural Education.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Board of Education Role; Boards of Education; Cultural Differences; Elementary Secondary Education; *Ethnocentrism; *Multicultural Education; Public Schools; School Demography
IDENTIFIERS- *Afrocentrism; *Eurocentrism

Working through a group approach with the community will help school districts reach a multicultural, multiracial consensus to ensure an excellent and equitable education for every child. There is a valid role for Afrocentric and Eurocentric concepts in a pluralist context which includes Hispanic, Native families were called upon to demonstrate an array of caregiving roles. (Contains 11 references.) (JDD)

ED 349 723　　　EC 301 468

Spencer, Ilene
The Artist Within: A One Week Elementary Art Module on Color and Shape for Learning Disabled Students.
PUB DATE- 92
NOTE- 32p.; Wavy type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Color; Curriculum; *Disabilities; *Elementary School Students; Needs Assessment; Primary Education; Teaching Methods; *Units of Study

This curriculum module is designed to strengthen the basic knowledge of art concepts and principles of students with disabilities at the beginning elementary level. The learning of basic art principles is facilitated through art activities which encourage the student to create and accomplish tasks with success. The focus is on teaching the concepts of primary and secondary colors, mixing of these colors in paint, and discriminating simple geometric shapes in art. It is hoped that the child will achieve control over the art materials and transfer this level of success to other areas of learning. The module provides a basic philosophy, goals, theoretical rationale, task analysis, fundamental guidelines for instruction, a list of materials, and guidelines for student evaluation. It also discusses the potential for art instruction for students with disabilities, describes how to assess students' needs in this curriculum area, and analyzes human figure drawing of students with disabilities. (Contains 19 references.) (JDD)

ED 349 724　　　EC 301 469

Spencer, Ilene
Recent Approaches to Art Instruction in Special Education: A Review of the Literature.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art Activities; *Art Education; *Disabilities; Elementary Secondary Education; Task Analysis; *Teaching Methods

This review of the literature on adaptations in art education for students with disabilities begins with a statement of the theory that if handicapped students' beginning experiences in art are positive and successful, students will have a positive outlook and a desire to create further in art. The review describes the application of task analysis to art activities, the emergence of art education within special education, art media, ways in which handicapping conditions can be overcome in art education, instructional guidelines, and figure drawing analysis. (Contains 28 references.) (JDD)

ED 349 725　　　EC 301 470

Purcell, Nancy Mari
Development of a Parent Support Group for Parents of Learning Disabled Students in a High School Setting.

test screening instruments, and to increase the number of students with high potential from minority populations referred for further testing. Three screening instruments were developed for use in searching for students with high potential; a faculty workshop and grade-level team meetings were offered; and teachers were given a choice as to which screening instrument they wished to use. Using this approach in 2 schools, 140 additional students from minority populations were identified as students with possible high potential. Teachers participating in the workshop on student screening rated it very positively, and teachers (N=49) and parents (N=38) expressed satisfaction with the selected screening instrument. The practicum results indicate that it is important to allow flexibility for schools to personalize the process of screening for students with high potential, and that empowering individuals who are close to the students is the most effective way of implementing change. The practicum also found that when students in grades 3 and 5 completed the screening checklist themselves, clusters of traits were identified which were specific to White, Hispanic, and Black cultures. Appendixes contain survey forms, survey results, and practicum administration materials. (Contains approximately 70 references.) (JDD)

ED 349 743   EC 301 488

Kluger, Karen P.
Implementing a Family Centered Program for Physically Impaired/Developmentally Delayed Preschool Children To Bridge the Therapeutic Gap between School and Home.
PUB DATE- 22 May 92
NOTE- 56p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Exercise; Family Involvement; *Home Programs; Interaction; Motion; Movement Education; *Parent Education; *Parent Participation; *Physical Disabilities; *Physical Therapy; Preschool Education; Program Development; Program Implementation; Therapists; *Videotape Recordings
IDENTIFIERS- Developmental Delays

This practicum addresses the problem of limited interaction between physical therapists and families of developmentally delayed/physically impaired preschool-age children. A program was developed in which the physical therapist was videotaped handling and exercising a child, while explaining the purpose of the movements and instructing the parent on how to perform the particular therapeutic exercises. At weekly home visits, the videotape was shown to the parent, and the parent was videotaped performing the prescribed exercises. The videotape was then shown to the therapist for evaluation. Results indicated that with step-by-step instruction by a licensed physical therapist, and through the use of videotape and a home trainer who has some knowledge of physical therapy, parents of physically impaired/developmentally delayed preschool-age children can successfully implement a prescribed home therapy program and feel more confident when physically handling their child. The response to the project from both staff and parents was very favorable, and incorporation into future agency services was being explored. Appendixes include parent questionnaires, transcripts of interviews with a physical therapist, and a parent participation statement. (11 references) (Author/JDD) containing phonemically similar words, whereas NLs tended to read phonemically similar sentences more slowly than normal sentences. Results suggest that ineffective use of phonemic coding in working memory may be contributing to the reading difficulties fo MRLs. (Contains approximately 60 references.) (Author/JDD)

ED 349 761 EC 301 507

O'Connor, Rollanda E.; And Others
Teaching Phonemic Awareness to Young Children with Disabilities: Blending, Segmenting and Rhyming.
PUB DATE- 21 Apr 92
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Disabilities; *Early Intervention; Generalization; *Language Handicaps; *Learning Readiness; *Phonemics; Prereading Experience; Preschool Education; Reading Readiness; Skill Development; *Teaching Methods; Transfer of Training
IDENTIFIERS- Blending (Phonology); Rhyme; Segmentals (Phonology)

This study examined the feasibility of teaching phonemic manipulation skills (auditory rhyming, blending, or segmenting) to preschool children with disabilities. Forty-seven children, 4-6 years old, enrolled in a special education preschool, were randomly assigned to receive training in one of three categories of phonemic manipulation tasks (rhyming, blending, and segmenting) or a control condition. Results indicated that children were able to make significant progress in each category of training, but that they demonstrated little or no generalization either within a category of phonemic tasks (e.g., from one type of blending task to another type of blending task) or between categories of phonemic tasks (e.g., from blending to segmenting). However, children who received segmenting training improved in blending continuous sounds. Although the children's level of cognitive development did significantly predict some learning outcomes, it did not appear to limit the learning of phonemic tasks in important ways. Discussion focuses on the nature of phonemic awareness, teaching conditions that might be required to facilitate generalization, and the possibility of preventing or reducing subsequent reading problems through early intervention in this area. (Contains 20 references.) (JDD)

ED 349 762 EC 301 508

O'Connor, Rollanda E.; And Others
Two Approaches to Reading Instruction for Children with Disabilities: Does Program Design Make a Difference?
PUB DATE- 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Disabilities; *Instructional Effectiveness; Kindergarten; Kindergarten Children; Phonetics;

Discrimination; *Legal Responsibility; Private Schools; Public Schools; School Responsibility; Special Education; Teacher Rights; Telecommunications
IDENTIFIERS- *Americans with Disabilities Act 1990

This bulletin addresses challenges facing school administrators and local and state officials in implementing the Americans with Disabilities Act (ADA). The purpose of the ADA is stated, and dates that various provisions become effective are noted. The relationship of the ADA to Section 504 of the Rehabilitation Act of 1973 and to the Individuals with Disabilities Education Act is explored. Categories of individuals protected under the ADA are described. The ADA is then examined by title. Title I on employment focuses on determination of essential job functions in the education field, provision of reasonable accommodations, and use of medical examinations and drug testing. Title II on public services discusses prohibition of discrimination by state and local governments in provision of special education services, and enforcement by the Office for Civil Rights. Title III on public accommodations and services operated by private entities explores such discrimination as denial of participation or participation in unequal benefit, and the implications of these provisions for both public and private schools. Subsequent sections note the implications of Title IV on telecommunications and Title V which excludes from ADA persons engaged in illegal drug use. A section of general implications and recommendations concludes the bulletin. (JDD)

ED 349 784 EC 301 531

Daggett, Willard R.
Job Skills of 90's Requires New Educational Model for ALL Students.
PUB DATE- Jul 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; Curriculum Development; *Educational Change; *Educational Objectives; Educational Policy; *Education Work Relationship; Elementary Secondary Education; Entry Workers; Policy Formation; Social Change; Student Evaluation; Vocational Education; Work Environment

This bulletin describes the changing nature of work and summarizes research that has sought to identify the skills that all high school graduates and adult learners should have. It challenges several common assumptions about what preparation is needed for the workplace and how effectively schools are delivering the necessary skills. It cites the fast-paced changes in job skill requirements, notes that unskilled workers will become unemployable by the 21st century, and examines the move toward automation in various service and technical sectors. The need to restructure classroom instruction to compete in the global economy is cited, and results of the Career Preparation Validation Study conducted by New York State Board of Regents are presented. This study sought to verify the skill levels needed to perform various jobs which do not require a 4-year college degree, in order to establish a closer link between work force requirements and education. Bar graphs show the percent of entry-level workers whose jobs require them to perform at various competency levels in language arts, mathematics, and expanded basic skills. Policy questions to consider in shaping the direction of curriculum and assessment reform are discussed, including: (1) Is the school-to-work adaptation; and the role of language instructors. (JL)

ED 349 806 FL 020 541

Kong-Beach, Rosa
The Development of Translation Studies Program for Bilingual Students.
PUB DATE- 92
NOTE- 6p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Students; Curriculum Development; English; Higher Education; *Hispanic Americans; Program Descriptions; *Program Development; Spanish; *Translation
IDENTIFIERS- *National Hispanic University

Responding to the needs for professional bilingual linguists to work in private industry and government, the National Hispanic University (NHU) has developed a B.A. degree program in Liberal Studies with an emphasis in Spanish and English translation. The program combines theoretical and applied course work in translation in the fields of business, science, education, law, international relations, medicine, and others. This paper describes the development of the translation studies program for bilingual students at the NHU. Specific sections address the following: the need for a translation degree program; the planning of the program; curriculum development; and the translation research and resource center at the university. The translation studies curriculum has served as a model for other institutions. (JL)

ED 349 807 FL 020 561

Birdsong, Carol
Environmental Effects on Language Development.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Caregivers; Caregiver Speech; *Child Language; Concept Formation; Educational Environment; Elementary Secondary Education; Error Correction; *Family Environment; Interaction; Interpersonal Communication; *Language Acquisition; Parent Child Relationship; *Parent Participation; *Parent Role; Teacher Role

A discussion of environmental variables in children's language development focuses on the impact on the child of his/her surroundings, and especially the adults (parents and other caregivers) with whom the child interacts. The paper reviews the related literature with attention to the following: the parents' responsibility for child language development; inborn traits of infants, especially sociability, that affect communication and language acquisition; the role of non-linguistic experience in concept formation; baby talk and "motherese" as tools for early communication; methods for promotion of adult-child communication; encouragement of imagination; the functions of imitation; variables in the home second, particular attention is focused on the meaning of school achievement. Third, test score pollution is described and research on the problem is evaluated. To conclude, the effects of test score pollution on limited-English-proficient students are discussed. Responses to the paper by Gary Hargett and Maria Pennock Roma are appended. (VWL)

ED 349 827 FL 020 646

Balu, Raj
LEA Title VII Program Evaluations. Panel Presentations.
PUB DATE- Aug 92
NOTE- 26p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *Limited English Speaking; Program Descriptions; *Program Evaluation
IDENTIFIERS- *Elementary Secondary Education Act Title VII; Los Angeles Unified School District CA

These panel presentations focus on LEA Title VII Program Evaluations. Raj Balu, an administrator of bilingual programs in Chicago presents information regarding the bilingual education program in the Chicago public schools, as well as information on Title VII programs and what kind of evaluation is being done. Jesus Salazar, who is currently evaluating the Eastman Project for the Los Angeles Unified School District (LAUSD) provides background information on the LAUSD, describes the Eastman project as an example of an effective academic excellence program, and offers recommendations for Title VII evaluations. Tomi D. Berney of the New York City Public Schools gives a detailed description of the process of evaluation and suggests that in order to maximize program effectiveness, it is of utmost importance to prioritize evaluation. In doing so, it is essential to continually assess both the process and the product of evaluation and to modify them as necessary. A discussion of the panel presentations by Robert Martinez of the University of New Mexico is appended. (VWL)

ED 349 828 FL 020 647

Secada, Walter
Evaluating the Mathematics Education of Limited English Proficient Students in a Time of Educational Change.
PUB DATE- Aug 92
NOTE- 64p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Design; *Educational Change; *Educational Objectives; Elementary Secondary Education; *Limited English Speaking; *Mathematics Education; *Mathematics Instruction; *Program Evaluation

Program evaluation and related research has come a very long way from the quasi-experiment to where it is now seen as having

ED 349 847 FL 020 684

German I Resource Guide. German I Course Number: 61.011.
PUB DATE- 92
NOTE- 181p.
LANGUAGE- English; German
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Cognitive Development; Course Content; Curriculum Design; Educational Philosophy; Elementary Secondary Education; *German; *Instructional Design; Introductory Courses; Language Skills; Public Schools; Second Language Instruction; *Second Language Learning; State Curriculum Guides; State Standards; Student Centered Curriculum; Student Evaluation; Units of Study
IDENTIFIERS- *Georgia

This guide, designed to be accompanied by computer software, contains classroom activities and instructional techniques to be used in implementing the first-year core German language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units based on core curriculum objectives and language functions follows. Each unit outlines the function, the activity objective, language needed, specific skills addressed, suggested time frame, materials needed, procedures, evaluation methods, and supplemental activities, and includes student worksheets. Unit topics include: animals; classroom objects; classroom routine; clothing; colors; days, months, and seasons; family; geography; rooms of the house; numbers; body parts; time and time expressions; vacations; and weather. Notes to students on the value of German language study, a sample German lesson plan, and a list of print, nonprint, and computer resources for instruction is included, and a series of handout masters is appended. (MSE)

ED 349 848 FL 020 685

Spanish I Resource Guide. Spanish I Course Number: 60.071.
PUB DATE- 92
NOTE- 148p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Cognitive Development; Course Content; Curriculum Design; Educational Objectives; Elementary Secondary Education; *Instructional Design; Introductory Courses; Second Language Instruction; *Second Language Learning; *Spanish; State Curriculum Guides; State Standards; Units of Study
IDENTIFIERS- *Georgia

This guide, designed to be accompanied by computer software, contains classroom activities and instructional techniques to be used in implementing the first-year core Spanish language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state

A study focused on the development and pilot testing of a student satisfaction instrument, the results of which may be used to identify weaknesses and strengths of nontraditional degree programs. The literature review demonstrated little empirical evidence that could support positive or negative conclusions regarding student satisfaction within such programs. The instrument constructed consisted of items for each of four latent variable areas: internal/external rewards; curriculum concerns; workplace mobility; and program administration. All items were scored on a five-point Likert scale; subjects answered only those questions they thought applied to them. Two levels of information were obtained: level of satisfaction with item and level of awareness of item. A random sample of 100 graduates of the nontraditional program at Southwest Texas State University between 1986-91 were chosen as the pilot group; 54 returned complete information. Results indicated that the four satisfaction subscales manifested high levels of internal consistency and reliability. The result of a principal components factor analysis was a three-factor solution that accounted for 70.1 percent of the total variance. The three factors were subjects' perception of their degrees and the underpinning of the degree structure, actual work force mobility, and ideal work force mobility. Development of a model for assessing student satisfaction with a university program using the latent variables and identified factors was recommended. (Appendixes include 11 references and the instrument.) (YLB)

ED 349 387 CE 061 219

Mager, Caroline
Assessment in Open College Networks. An Occasional Paper.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Criterion Referenced Tests; Educational Diagnosis; Educational Testing; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Models; Networks; *Open Universities; *Student Evaluation
IDENTIFIERS- *Great Britain; *Open College Networks (Great Britain)

Based on a November 1990 seminar attended by tutors and development workers from Open College Network (OCN) accredited programs, this paper describes principles and practice of assessment in OCN programs in Britain. The first two sections provide information on the seminar and define assessment. Section 3 lists assessment procedures for accreditation, for which tutors provide the following information: timing, who will perform the assessment, criteria, and forms. Section 4 discusses key features of assessment in OCNs identified during the seminar: (1) assessment procedures are clearly described and stated; (2) assessment procedures are not prescribed by the OCN; (3) assessment should enhance effectiveness of the learning process; (4) assessment must be appropriate to the target group; (5) assessment procedures must be consistent with program design; (6) assessment criteria must be consistent with program levels; (7) learners can be assessed and accredited at different levels within the same program; (8) assessment should be concerned with the learner's understanding of process and vocational education's role as change agent, vocational education and at-risk students, and state versus local curriculum content. A list of 325 references is appended. (YLB)

ED 349 405 CE 061 870

Kallembach, Sheri, Comp.; And Others
Selected Resources to Facilitate the Transition of Learners with Special Needs from School to Work or Postsecondary Education. Volume 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 263p.; For volume 1, see ED 308 317. A product of the Technical Assistance for Special Populations Program, University of Illinois/Champaign.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agency Cooperation; Career Counseling; Career Guidance; Community Cooperation; Computer Networks; Coordination; Databases; Demonstration Programs; Disabilities; Disadvantaged; Educational Cooperation; Educational Legislation; *Educational Resources; *Education Work Relationship; Evaluation Methods; Job Placement; Limited English Speaking; Parent Participation; Policy Formation; Postsecondary Education; School Business Relationship; Secondary Education; Special Education; *Special Needs Students; Staff Development; *Vocational Education; Vocational Rehabilitation

This resource guide was developed in response to the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. It is designed to help administrators, counselors, researchers, and others concerned with special needs education to locate resources to help develop or improve transition programs and services for disabled youth and adults. Whenever possible, an annotation, the price, ordering information, and an address are provided. Every kind of resource is cited, from newsletters to computer networks and from policy studies to model programs. Entries are grouped into the following categories: general literature on school-to-work transition; components of transition--assessment/evaluation, career guidance/counseling, curriculum/instruction, interagency coordination/community involvement, legislation/policy studies, parental involvement, educational/job placement, follow-up studies, and personnel development; school-business partnerships; model practices, model programs, and state models; professional resources--annotated bibliographies and literature reviews, directories, and resource guides; journals; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; databases; exemplary vocational special needs programs; National Network for Curriculum Coordination in Vocational and Technical Education; state vocational and technical education curriculum centers; Regional Educational Laboratories; state personnel responsible for vocational education for persons with handicaps, disadvantages, and limited English proficiency; National Association of State Directors of Special Education; Council of State Administrators of Vocational Rehabilitation; and toll-free numbers for special needs resources/information. (NLA)

ED 349 406 CE 061 871

are as follows: (1) evaluation (why and how to evaluate in an adult literacy and basic education program); (2) setting program goals and objectives (why programs need to enunciate goals and objectives, who should do this and how, and links with the process of evaluation); (3) group, class, or individual tuition goals (course planning and evaluation within the framework of the program goals and objectives); and (4) evaluating student outcomes (evaluating student competencies and outcomes within the context of achieving program goals). Each unit is divided into three components. Trainer's notes give detailed content information and practical examples for the trainer to read and use where appropriate and suggest workshop ideas and activities, for example, small and large group discussion, when to use practical exercises (worksheets), and when to give out handouts. Handouts are copies of sections of text from the trainer's notes. Worksheets are practical exercises that provide participants with practical experience of various processes. (YLB)

ED 349 423 CE 061 921

Purdey, Margaret
Assessment, Referral and Placement Kit for Adult Literacy & Basic Education Programs in Victoria.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; *Adult Literacy; Adult Programs; Evaluation Utilization; Foreign Countries; Guides; *Literacy Education; Recordkeeping; Referral; *Student Evaluation; *Student Placement; Student Records
IDENTIFIERS- Australia (Victoria)

This kit is an aid to the assessment, referral, placement, and recognition of achievement of adult literacy and basic education students across Victoria (Australia). It is designed as a guide to the integration of current assessment with new placement processes within the context of the new Adult Basic Education Accreditation Framework and the related Interim Literacy Course Matrix (ILCM). Section 1 contains general and ethical guidelines on the purpose and conduct of assessment. Section 2 presents the organizational framework and referral processes. It contains a figure showing referral and placement pathways, describes ILCM, provides information on procedures for student placement, and discusses other referral options. Section 3 describes approaches and instruments for these areas of initial assessment: initial interview, goal setting, skills assessment, and observation. Section 4 discusses approaches and instruments for use in on-course assessment: student diaries, student personal profile, individual personal profile for use by teacher, summary on-course profile for use by teacher, observation, assessment of prior learning and experience, and group assessments. Section 5 focuses on approaches and instruments for use in exit assessments. Section 6 on guidelines for recording assessment discusses who needs to know what; provides model forms for initial, on-course, and exit assessment; and makes suggestions for recordkeeping. Section 7 addresses moderation of assessment. Appendixes include 3 lists

York, NY, August 3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Compliance (Legal); *Educational Policy; Educational Trends; Federal Aid; *Federal Legislation; Federal Programs; *Government Role; High School Equivalency Programs; *Literacy Education; Policy Formation; State Federal Aid
IDENTIFIERS- *Adult Education Act

Since the enactment of the Adult Education Act (AEA) in the 1960s, the Federal Government has played a major role in leadership and policy direction for literacy education for adults. Federal programs and policies established under the Adult Education Act have influenced who provides services, who receives them, the instructional components of services, and how services are funded. Eligibility for literacy education under the AEA is limited only by the requirement that recipients must be at least 16 years old. The Adult Education Act program has three components: Adult Basic Education; English as a Second Language, the fastest-growing component; and Adult Secondary Education. Most AEA funds go to the states and are allocated to local programs using at least three basic criteria: past effectiveness, coordination with other community services, and commitment to serve the most educationally disadvantaged. Three major federal program initiatives, begun in the late 1980s, have had a tremendous impact on literacy policy: the National Workplace Literacy Grant program, the Even Start Family Literacy program, and the Job Opportunities and Basic Skills (JOBS) program. In the 1990s, federal policy has been expanded to include efforts aimed at program improvement. The expanded federal role in this decade will focus on four areas: research, technical assistance, coordination, and accountability. (KC)

ED 349 443 CE 061 950

Building a Competitive America. First Annual Report to the President & Congress.
PUB DATE- 1 Mar 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Competition; *Economic Development; Educational Change; Free Enterprise System; *Futures (of Society); Global Approach; Labor Force Development; *Policy Formation; Postsecondary Education; *Public Policy; Secondary Education
IDENTIFIERS- *Competitiveness Policy Council

The United States today is becoming less competitive in the world, due in large measure to short-term thinking, perverse incentives for saving and investing, and an absence of global thinking. Six issues demand high priority in order to change this situation: saving and investment, education and training, technology, corporate governance and financial markets, health care costs, and trade policy. Specific proposals for addressing each of these issues are as follows: (1) the United States must establish a serious competitiveness strategy through both sector-specific and generic policies; and (2) the President should include a Competitiveness Impact Statement with each

*Educational Practices; Evaluation Methods; Foreign Countries; *Independent Study; Industrial Education; Nursing Education; On the Job Training; Postsecondary Education; Retirement; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Canada

These proceedings contain 28 papers (20 in English and 8 in French), including the following: "Beyond Ideology: The Case of the Corporate Classroom" (Zinman); "De quelques dimensions paradoxales de l'education interculturelle" (Ollivier); "Ideology, Indoctrination and the Language of Physics" (Winchester); "L'education des adultes comme rite nocturne" (Ranger); "The Ideology of Autonomous Learning" (Candy); "Locus of Control and Completion in an Adult Retraining Program" (Taylor); "Computer Assisted Learning in Distance Education: The Coming of a New Generation of Distance Delivery" (Garrison); "The Relationship between Readiness to Self-directed Learning and Field Dependence among Adult Students: Preliminary Findings and Tentative Conclusions" (Tzuk); "Characteristiques des memoires des theses effectuees au departement d'Andragogie de l'Universite de Montreal 1970-1983" (Duquette); "Comparing College and School Board Part-Time Continuing Educational Instructors" (Draper); "Evaluation Study of an Expanded Distance Education System" (Einsiedel, Taylor); "Le resume comme strategie de comprehension et d'apprentissage" (Deschenes); "Hermeneutique et recit de formation" (Chene); "The Search for Meaning: Phenomenological Implications for the Study of Adult Education" (Barer-Stein); "Learning Occasions--Principia Mathetica V" (Thomas); "Toward a Philosophical Framework for Conceptualizing Adult Education" (Sinnett); "Retirement: An Exploratory Research Study" (Voege); "The Self-directed Learning Process: Major Recurrent Tasks to Deal with" (Danis, Tremblay); "Baccalaureate Nursing Studies by Teleconference" (Du Gas); "Typical and Specific Stylistic Learning Approaches of Self-directed Learners" (Theil); "La Conception de Medias Educatifs" (Danis, Tremblay); "The Predictive Value of Assessment Variables Used for Admission to College Nursing Programs" (Sim); "An Application of Cross' Chain-of-Response Model" (Smith); "Industrial Training: Practitioners' Questions" (Gaudet); "A Model for Research Conducted in CEGEPS" (Gingras); and "From Homo Canadiannus Colonialus to Homo Canadiannus Nationalus: Adult Education and Nation Building in Late Nineteenth Century Canada" (Candy). Most of the papers have lists of references. (KC)

ED 349 463 CE 062 031

Gillen, Marie A., Ed.; Sinnett, William E., Ed.
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (5th, Winnipeg, Manitoba, Canada, May 30-June 1, 1986).
PUB DATE- 86
NOTE- 395p.; For other proceedings, see ED 299 461, CE 062 029-032, and CE 062 035-037.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *Adult Students; Andragogy; Blacks; *College Programs; Continuing Education; Distance Education; Educational History; *Educational Philosophy; *Educational Practices; *Educational Trends; Evaluation Methods; Foreign Countries; Futures (of Society); Immigrants; Lifelong Learning; Mentors; Postsecondary Education; Student Evaluation; Teaching Methods; Womens Education

DESCRIPTORS- Adult Basic Education; Adult Literacy; Blacks; *Educational Attainment; Educational Research; Educational Status Comparison; *Employment Programs; Federal Programs; Females; Hispanic Americans; *Illiteracy; Job Training; Males; National Surveys; *Participant Characteristics; Racial Differences; Sex Differences; Underemployment; *Unemployment; Unemployment Insurance; Whites

IDENTIFIERS- *Employment Service; *Job Training Partnership Act 1982

From November 1989 to June 1990, the Educational Testing Service (ETS) conducted an individually administered assessment of a representative sampling of some 6,000 adults to determine the literacy skills of the 20,037,087 persons being served by the Job Training Partnership Act (JTPA) and Employment Service/Unemployment Insurance (ES/UI) programs, both administered by the U.S. Department of Labor (DOL). ETS's approach to measuring and defining adult literacy was based on a new scaling system specifically designed to reflect the realities of everyday adult life and work. ETS tested for proficiency in three domains: prose, document, and quantitative literacy. Individual scores were plotted along a vertical scale ranging from 0 to 500 for each of the domains measured. To interpret the results, ETS grouped tasks and associated skills into five levels, showing the distribution of proficiencies across the levels. The survey's major overall finding was that these two DOL population groups, which constituted a significant proportion of job seekers, were deficient in their literacy skills to an alarming degree. The literacy skills of 7.5 to 8.7 million individuals were at the lowest proficiency levels. Across the three scales, women in both DOL programs performed somewhat higher, young people aged 16 to 25 had significantly lower literacy proficiency, and Blacks and Hispanics performed about the same, though both scored well below Whites. Data show a very strong correlation between education completion level and literacy proficiency. (YLB)

ED 349 479   CE 062 083

The Promise of JOBS.

PUB DATE- Oct 92

NOTE- 4p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)

DESCRIPTORS- *Adult Basic Education; Agency Cooperation; Case Studies; Economically Disadvantaged; Federal Legislation; Federal Programs; Financial Support; *Job Placement; *Job Training; National Surveys; Program Costs; *Program Effectiveness; *Program Implementation; State Federal Aid; *Welfare Recipients; Welfare Services

IDENTIFIERS- *Job Opportunities and Basic Skills Program

About 2 years after enactment of the Job Opportunities and Basic Skills (JOBS) Program, the Southport Institute for Policy Analysis began a 2-year study of how extensively JOBS was being implemented at the state level, in what manner, and with what results. The study included four elements: literature review, interviews and consultations with national experts in welfare and adult education policy, case studies in five states (Arkansas, California, Connecticut, Indiana, and Kansas), and a national mail survey of officials in all 50 states and the District of Columbia. According to the findings, programs were in place in most parts of the country, although they varied

This study tested the effect of varying levels of fearful information about sexually transmitted diseases (STDs) and self-efficacy of condom use on attitudes toward condom use and STD prevention. College students (N=118) from an introductory psychology class were exposed to audiotaped information about several STDs. Those in the high fear condition were simultaneously shown explicit photographic slides of the diseases being described. Those in low fear condition only heard the audiotape. Following the STD information subjects read information about the risk of contracting an STD and suggestions for avoiding STDs. Those in the low self-efficacy condition were informed only that if a partner refused to use a condom during sex they should not have sex with that partner. Those in high self-efficacy condition were also given suggestions on how to convince a partner to use a condom if the partner argued about it. Following all treatments subjects completed the Attitude Toward Condoms Scale. A control group who was not exposed to any manipulations simply filled out the questionnaires. The results suggested that exposure to explicit photographs of diseased human genitalia resulted in a greater interest in taking steps to avoid STDs, as measured by the STD attitude scale. It is possible that self-efficacy manipulation did not produce a difference in groups because neither of the groups was discouraged from using condoms. (ABL)

ED 349 499 CG 024 506

Oswalt, Robert; Matsen, Krista
Sex, AIDS, and the Use of Condoms: A Survey of Compliance in College Students.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Patterns; *College Students; Higher Education; Risk; *Sexuality; *Student Behavior
IDENTIFIERS- *Condoms

The potential for an increase in the transmission of Acquired Immune Deficiency Syndrome (AIDS) exists because the practice of sexual intercourse among unmarried individuals has increased in all age groups. Nonetheless, an earlier study in 1984 had found that the sexual activity and minimal condom use of college students had not changed significantly since a previous year. This study was conducted to replicate earlier studies and obtain current data for college students in the United States. College students (N=99) responded to a survey which requested each subject to list each partner with whom they had engaged in sexual intercourse, the year of the activity, the number of intercourse experiences, the number of times condoms were used, the number of anal intercourse experiences, and the number of times condoms were used. They were also asked in which year they learned that AIDS was transmitted sexually, and those who indicated that they had engaged in intercourse without a condom were asked why. The results supported research showing that college students' sexual behavior has increased in the last 15 years, and that even though the students are aware of AIDS, over 40% of them still do not use condoms half of the time that they have intercourse. The use of condoms decreased as the number of partners increased. The results of the study indicate that students need to be informed about the risks entailed in

November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Marital Satisfaction; National Surveys; *Sex Differences
IDENTIFIERS- *Division of Labor (Household); *Housework

It is well-established that women do the vast majority of household labor. West and Zimmerman's concept of "doing gender" suggests that sex inequity persists because housework enables women to demonstrate their gendered identities to others. However, changes in gendered norms for housework may be underway because recent studies indicate that women are reducing their amount of household labor and some are complaining about the burdens. Certain types of conflicts may be an indicator of women's growing sense of entitlement and a harbinger of change. This study explored conflicts over the household division of labor in regard to the "doing" of gender. A national sample of women (N=60) and men (N=57) responded to a survey requesting who did the majority of "female" household tasks; why those persons did housecleaning; their overall satisfaction with the division of labor; and types of conflicts experienced over the household division of labor. Demographic data were also collected. Results indicated that 80% of the women did the majority of the household tasks. However, reasons for housecleaning were as likely to be practical or preferential as gendered. Overall, conflicts were best predicted by dissatisfaction among young adults (20-39 years). Though gendered norms about household labor appear to be ambivalent among young adults, all women continue to perform such tasks in a gendered manner. (Contains 35 references and 4 tables.) (ABL)

ED 349 519 CG 024 528

Schrick, Julianne
Building Bridges from School to Home: Getting Parents Involved in Secondary Education.
PUB DATE- May 92
NOTE- 48p.; M.S. Thesis, Dominican College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- High Schools; *High School Students; Parent Attitudes; Parent Participation; Parents; *Parent School Relationship

Parents, community members, and representatives from local businesses possess a wealth of energy, knowledge, and creativity that is not being used in high schools. In this study parents of 1,234 students (representing 1,051 families) in a California high school were asked to respond to a survey measuring parental involvement in education at the secondary level. Responding parents (N=145) rated their feelings about the school, their involvement at home with their child's schooling, the school-to-home communication systems, and compared the average number of minutes they spend helping the student on homework compared to the number that they could spend. The responding parents felt welcome at the surveyed school and spent significant time talking with their children about their school work. Some parents wanted information on all subjects that their children study in school; 50% wanted more information on how to help their children in math. Most parents were involved in talking to the child about school work and

Total. (Six tables of data are included, and 19 appendixes containing letters to parents, pamphlets, lists of books, and a questionnaire are attached.) (Contains 28 references.) (Author/RS)

ED 349 538 CS 011 027

Loar, Dorothy M.
A Study of the Achievements of Pre-School, Kindergarten, First and Second Grade Children Using a Computerized Reading and Language Arts Program.
PUB DATE- 4 Aug 92
NOTE- 17p.; Paper presented at the World Congress of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 3-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Instructional Innovation; *Language Arts; *Multimedia Instruction; Primary Education; *Reading Instruction; Reading Research; *Reading Strategies; Teaching Methods
IDENTIFIERS- *Your Word Box

"Your Word Box!" is a computerized reading and language arts implementation of "In Context!", a comprehensive reading method which provides a multi-media approach to teaching children how to read and understand grammar. The method attempts to furnish a rich environment with a wide variety of teaching modes, in a contextual approach combining graphics, text, animation, and human voice. A study employing "Your Word Box!" examined the reactions and achievements of pre-school, kindergarten, first, and second grade children using the program. Results indicated that the program: (1) captured the children's attention because it combined pictures, human voice, and text while allowing them to actively participate with their hands and with verbal responses; (2) satisfied their innate curiosity; (3) provided them with the discovery of organization in verbal material; (4) helped them to distinguish between graphic displays of objects and letters; (5) increased their attention span, powers of concentration, and perception; and (6) presented and reinforced relationships among the learned nouns, verbs, and adjectives. (PRA)

ED 349 539 CS 011 029

Sainz, JoAnn; Biggins, Catherine M.
Entering Freshmen Hindered by Functional Illiteracy.
PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Annual Conference on the Freshman Year Experience (February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Decoding (Reading); Elementary Secondary Education; *Functional Literacy; High Risk Students; Learning Disabilities; Literature Reviews; *Reading Difficulties; Reading Failure; *Reading Instruction; Reading Processes; Reading Research
IDENTIFIERS- Piaget (Jean); Reading Theories

Research has specifically linked dropping out of school to reading disabilities and related problems. Research on reading as a cognitive task has focused on reading as an active process based on the personal experience of these imaginative writers, the guide presents practical ideas for fresh ways to read Whitman and to write poetry and prose inspired by him. The guide also includes three pieces on education by Whitman himself and a discussion of Whitman as a teacher. A Whitman resource section describes useful materials--books, magazines, audiotapes, videotapes, graphics, etc.--available for Whitman studies. Designed to be of use to writing and English teachers, as well as teachers of history, social studies, journalism, and ecology, the guide is also intended for general readers. Contributors to the guide include Allen Ginsberg, Kenneth Koch, Jim Berger, Larry Fagin, Dale Worsley, William Bryant Logan, Anne Waldman, Mark Statman, Bill Zavatsky, Ron Padgett, Langston Hughes, Gary Lenhart, Margot Fortunato Galt, Jack Collom, and Dave Morice. (SR)

ED 349 559   CS 213 508

Galt, Margot Fortunato
The Story in History: Writing Your Way into the American Experience.
PUB DATE- 92
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Class Activities; *Creative Writing; Elementary Secondary Education; Higher Education; Student Research; Thematic Approach; *United States History; *Writing Assignments
IDENTIFIERS- *Historical Background; Process Approach (Writing)

Addressed to teachers from upper elementary to adult level as well as to writers, this book gives teachers and students an entirely new way to learn about American history--by reexperiencing it from the vantage point of the imaginative writer. The book maintains that students will thus gain both a deeper understanding of the issues and conflicts that comprise the American experience, and a keener sense of how writing really works. The book presents over 20 exercises (using sources as various as early maps of the Americas, Walt Whitman's accounts of the Civil War, Sioux oral histories, diaries of the women on the Oregon Trail, ads in 1940s issues of "Life," and poetry by Gwendolyn Brooks and Pablo Neruda) in which students combine research, imagination, and personal memory to explore both the "big events" and everyday life in their own stories, poems, and plays. Each chapter in the book contains several major exercises organized in a series of steps toward the completed writing, and each includes models on which the exercise is based and examples of student writing developed from the exercise. The book's chapters are as follows: (1) The Family in History; (2) Heroes and Heroines; (3) Discovery and Trade; (4) Tracking Years and Land In North America; (5) War, Violence, and Protest; and (6) Migration, Technology, and Social Change. Three appendixes discuss how to create a writing assignment with a historical slant, historical sources, and tips for looking at photographs. (SR)

ED 349 560   CS 213 509

Fox, Elizabeth, Comp.; And Others
Teachers & Writers Magazine: An Index of the First 22 Years. Vol. 1, No. 1-Vol. 20, No. 5 (1967-1989).

competence and self-determination among a group of African-American high school students enrolled in the West Philadelphia High School through the production of a community newspaper. The ethnographic data presented in the paper originates from a 6-month pilot study, beginning with the implementation of a journalism/language arts course and culminating in the publication of the first issue of the paper. Results indicated that community newsmaking permitted the African-American high school students to enhance their self-determination by extending their influence within their social systems through communicative action, the shared making and dissemination of knowledge claims about themselves and their environment. Descriptions of the 6-month project demonstrate the students initially responded as they do to many other school phenomena--with considerable resistance. The most promising site for the development of affirming relationships and for the practice of new skills appeared to be the small group. (A list of 79 references is attached.) (Author/RS)

ED 349 579   CS 213 539

Irby, Janet R.
Creating the Culture of Journalism.
PUB DATE- 8 Aug 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; *Cognitive Processes; Cognitive Psychology; Cultural Context; High Schools; *Journalism Education; Models; Student Needs
IDENTIFIERS- Journalists; Social Constructivism

The high school journalism classroom provides a natural environment for learning in the context of a discipline's culture. This environment can provide the backdrop for moving the student toward the thinking and behavior of professional journalists. To understand this thinking, journalism teachers can turn to the research in cognitive psychology which has identified automaticity and complex problem solving abilities as characteristics of expert skills. Social constructivism also sheds light on the collaborative nature of journalism. A description of specific teaching strategies for the journalism classroom illustrates a model for teaching high school journalism which involves: (1) understanding the thinking and culture of professionals; (2) creating a classroom environment that fosters expert-like thinking and group interaction; and (3) implementing teaching strategies that assess students' preconceptions about journalism and enable students to confront these preconceptions and build new concepts that move them toward expert thinking. (Thirty-one references are attached.) (Author/RS)

ED 349 580   CS 213 543

Fennick, Ruth
Combating New Teacher Burnout: Providing Support Networks for Personal and Professional Growth.
PUB DATE- 20 Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd,

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Conservation (Environment); Crisis Intervention; *Futures (of Society); Global Approach; International Organizations; Occupational Safety and Health; *Organizational Change; *Organizational Communication; Technology; Work Attitudes; Work Environment

This paper presents a brief survey of several contemporary macro-issues in human work organizations as context for--and part of the work of--scientists-practitioners in organizational communication. A special attempt has been made to identify concerns or issues--called "TransIssues" for the purposes of this paper--that appear to cut across two kinds of boundaries: the traditional nation-states and the new nation states--the transnational organizations and other alliances that superimpose themselves on the mosaic of countries and geographs. Eight TransIssues are dealt with in the paper. They are: (1) Changes in the Workforce; (2) Supervision, Management, and Leadership; (3) Product and Service Quality; (4) Technology; (5) Concern for the Natural Environment; (6) Emerging Alliances and Consortia; (7) Workplace Wellness; and (8) Crises in the Management and Operation of Contemporary Work Organizations. The paper concludes by pinpointing some "other TransIssues" as key world-wide forces which will shape the world of work in the future. (SR)

ED 349 600 CS 507 935

Geske, Joel
Teaching Creativity for Right Brain and Left Brain Thinkers.
PUB DATE- Aug 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Brain Hemisphere Functions; Class Activities; *Creative Thinking; *Creativity; Creativity Research; Higher Education; Undergraduate Students; *Writing Exercises
IDENTIFIERS- Advertisements; Advertising Copywriting

Right brain and left brain dominant people process information differently and need different techniques to learn how to become more creative. Various exercises can help students take advantage of both sides of their brains. Students must feel comfortable and unthreatened to reach maximal creativity, and a positive personal relationship with classmates and teacher should be fostered. Grading should be suspended for the first attempts, as students learn techniques and gain confidence. Students can be paired off, one blindfolded, and the other gently guiding the "blinded" student around to feel trees, cars, and other objects. Then students write about their experiences. Forced association exercises, in which students must write advertisements for a product by using something not usually associated with it, also are effective. For example, students were asked to write an ad for a dress shirt by using a gorilla in it, and numerous creative ads were elicited. Asking students to write mini-plots for ads (using selected characters, goals, obstacles and results from lists on the blackboard) is also a useful technique. Brainstorming

Comparative Analysis" (Roya Akhavan-Majid); "Reinventing Freedom of the Press: The Search for a Post-Soviet Model in the New Russia" (Lisa W. Holstein); "Global TV News in Developing Countries: CNN's Expansion to Egypt" (Joe S. Foote and Hussein Amin); "Source Credibility during the Gulf War: A Q-Study of Rural and Urban Saudi Arabian Citizens" (Safran S. Al-Makaty and others); "Journalistic Excellence in Two Different Political Systems: A Comparative Study of American and Chinese News Reporting Awards" (Louisa Ha); "Children of the Himalayas: The Message of Chipko: 'Travel of Information' in Chamoli, India" (Jawahara K. Saidullah); "Vaccination Messages on Nigerian Broadcasting Stations: Does Content Really Matter?" (Folu Ogundimu); "The Role of Women Journalists in Philippine Political Change" (Richard Shafer and Suzanna Hornig); "Anti-Americanism in South Korea: The Mass Media and the Politics of Signification" (Jae-kyoung Lee); "Development Journalism in an Asian Setting: A Study of Depthnews" (Floyd J. McKay); "The Legal Foundations of Mass Media Regulation in Guyana: A Commonwealth Caribbean Case Study" (M. Kent Sidel); and "Propaganda in the U.S. and Taiwan Television News: A Comparative Study of Political Affairs" (Li-Ning Huang). (HB)

ED 349 620 CS 507 967

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part XIII: Magazines.
PUB DATE- Aug 92
NOTE- 195p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045. Light type in first paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Audience Awareness; Cartoons; Change Agents; Classification; Content Analysis; Foreign Countries; *Media Adaptation; Media Research; *Periodicals; Popular Culture; Sex Differences; Sex Stereotypes; Social Action
IDENTIFIERS- Trade Journals; Womens Magazines

The Magazine section of these proceedings contains the following six papers: "An Analysis of 'Magazine Type': Toward an Empirically Based Typology of Magazines and Non-Newspaper Periodicals" (Marcia R. Prior-Miller); "'Redbook': Changes in Attitude and Advice 1965-1990" (Jennifer Harbour); "A Quantitative Analysis of U.S. Consumer Magazines: Baseline Study and Gender Determinants" (David Abrahamson); "'You've Gone All the Way, Baby': The Portrayal of Women in 'Playboy' Cartoons" (Leah Grant); "A Life Cycle Study of Two Social Movement Magazines: 'The Mother Earth News' and 'Ms.'" (Patricia Prijatel); and "Inside a Repositioning: The Innerworkings of the Move from 'Steel' to 'Industry Week'" (Kathleen L. Endres). (SR)

ED 349 621 CS 507 968

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part XIV: Newspapers.
PUB DATE- Aug 92
NOTE- 300p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

ED 349 640 EA 024 203

Carter, Dorothy A.
Community and Parent Involvement: A Road to School Improvement.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Citizen Participation; Community Development; Community Involvement; *Elementary Education; *Parent Participation; *Parent School Relationship; Public Schools; *School Community Relationship

This paper presents an analysis of community and parental involvement in education. Sample programs and activities have been selected from the schools recognized as excellent by the Assistant Secretary for Educational Research and Improvement School Recognition Program. Numerous brief case studies highlight interesting and creative ways in which schools, parents, and community volunteers increased the quality of education in many schools across the nation. The introduction cites program summaries in parent and community participation. The next section addresses preparing parents and community for school improvement. This is followed by information on creating and managing school volunteer programs. Research from successful schools during the years 1986-90 is presented in the form of brief examples of parental and community involvement. The next section which outlines the partnership approach, is followed by a section on involvement in community services. A summary concludes the document. (Contains 19 references.) (RR)

ED 349 641 EA 024 211

Purnell, Susanna W.; And Others
Section 6 Schools in Six States: Eleven Case Studies of Transfer Issues. A RAND Note.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.
PUB DATE- 91
NOTE- 259p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Federal Aid; *Governance; *Government School Relationship; Military Personnel; School Districts; Transfer Policy
IDENTIFIERS- *Dependents Schools

The case studies in this report analyze the issues surrounding possible transfer of 11 Section 6 school systems (federally run schools on military bases) to state and local responsibility. Each case study addresses the extent to which a site is ready for transfer and what type of transfer option might be appropriate to that particular site. An analytic framework that identifies factors affecting readiness for transfer and considerations affecting option suitability was applied to the specific information collected on each site from federal, state, local, and military base interviews. Suggestions are made as to how some of the impediments could be removed or ameliorated to facilitate a specific transfer option. The 11 variety of human services and insights along with suggested procedures for prediction and identification of youth at risk. Section 2, "Preventing and Reducing Incidents of Students at Risk," describes some of the challenges to schools, the business community, and city and community agencies. Section 3, "Parent and Community Involvement," discusses ways each of us can become involved in workable and usable techniques. Section 4, "Reforming and Changing Delivery Systems," addresses some of the strategies and techniques that teachers can use for dropout prevention. Section 5, "Strategies and Programs for Involving At-Risk Youth," places particular emphasis on building self-esteem and motivation, and suggests teaching strategies that can play a key role in the success rate of the at-risk student. Section 6, "Changing the System," offers suggestions of possible interventions. The appendices contain a complete listing of all presentations made at the conference and the names and addresses of the authors. (MLF)

ED 349 662 EA 024 265

Rusch, Edith A.; And Others
The Social Construction of Leadership: Theory to Praxis.
PUB DATE- Nov 91
NOTE- 24p.; Paper presented at the Annual Conference on Research on Women and Education (San Jose, CA, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Analysis; *Epistemology; Females; *Feminism; Higher Education; *Leadership; *Organizational Change; Racial Bias; Sex Bias; *Theory Practice Relationship; Women Administrators

The notion of the "everyday problematic" (Smith 1987) is used to examine the experiences of three doctoral students engaged in research about leadership for women, with a focus on leadership discourse, feminist perspectives, and organizational change. "Everyday problematic" refers to the discrepancy between what is defined as leadership and what women "know" about leadership from personal experiences. The purpose of the paper is to initiate a dialog that critically examines the underlying assumptions about power and knowledge in leadership discourse. An argument is that traditional leadership models and assigned roles create an "everyday problematic" for the "knowers" of leadership. A feminist critique of traditional leadership models is provided, with attention given to the ways in which leadership is socially constructed and how traditional models fail to consider the different perspectives of race and gender. A feminist approach urges the use of a democratic lens that allows multiple perspectives to emerge. Teachers of leaders are challenged to model openmindedness, to behave as learners, and to value communication. The appendix outlines parallels in the works of Mary Parker Follett and James MacGregor Burns. (42 references) (LMI)

ED 349 663 EA 024 266

Peeler, Thomas H.
A Public-Private Partnership: South Pointe Elementary School, Miami, Florida.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 31p.

to public schools, this report examines the following perceptions about American education: (1) trends in SAT scores show a decline in the quality of public education; (2) schools are costing more and producing less; (3) reducing the educational bureaucracy will free much money needed to improve schools; (4) business is bearing the brunt of a basic skills deficit; and (5) American education should be like Japanese education. Careful examination of research evidence indicates that these perceptions are not based on facts. SAT scores, designed to help predict individual students' college success, were not intended to rate the general productivity or quality of public schools. National average scores have remained relatively stable, despite increasing numbers of students taking the tests. The second perception disregards the additional responsibilities assigned to schools through reform efforts, court orders, federal guidelines, and state mandates. The third perception is false because education bureaucracies are not top-heavy; elimination of central office administrator salaries would not appreciably affect teacher salaries or class size. Also, business is not investing heavily in remedial training programs. Although American schools can learn from Japan's respect for education and emphasis on academic learning, American educational reforms must occur within the context of our own cultural values. (Contains 52 references.) (MLH)

ED 349 684 EA 024 295

Nationwide School Reforms: Opinion Data from the General Public, School Principals, and Teachers. ERS Information Aid.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; *Administrator Attitudes; Educational Change; Elementary Secondary Education; *National Competency Tests; *Principals; *Public Opinion; School Schedules; Surveys; *Teacher Attitudes
IDENTIFIERS- Gallup Poll; *National Curriculum

Four significant reforms comprising the national debate on educational reform are defining national standards and goals; creating a national curriculum; using a nationwide standardized test; and adding more time to school schedules. This publication summarizes opinion data from the general public and public school principals and teachers on these suggested reforms. Findings from the 1991 Gallup Opinion Poll and the 1991 ERS Opinion Polls of public school principals and teachers reveal a contrasting pattern. Where there is public agreement, educator groups are both divided; where educators indicate strong majorities, the public is divided. This pattern holds for all issues except a national curriculum, where the public and educator majority are opposed. The majority of the public favor national standards, a national curriculum, and national testing, but the public is divided regarding a longer school year or day. Teachers and principals are divided about adoption of national standards and required use of standardized national tests, but both groups oppose a national curriculum. According to educators, national standards should be determined by professional educators only. Both teachers and principals do not feel that the length of school year or day is a problem harming student achievement. Data suggest that professional educators and the public sharply disagree over needed

American, and Asian perspectives as well. School boards should continue to expand their efforts to meet the needs of our increasingly diverse student population in three areas: (1) development and implementation of board policy that improves the district's multicultural perspective; (2) assurance of affirmative hiring practices; and (3) review and refinement of the multicultural aspects of the district's curriculum. These actions should be driven by the single objective of improving student performance. A process referred to as the "three sets of three questions" strategy can help board members check on the soundness of any major proposal by dealing with three levels--personal, ramifications, and contingencies. (MLF)

ED 349 704   EA 024 323

School Improvement Research. Series II, 1987-88.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 71p.; Contains small print that may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Classroom Techniques; Cooperative Learning; Discipline Policy; *Educational Improvement; *Effective Schools Research; Elementary Secondary Education; Peer Teaching; Research and Development; Theory Practice Relationship

This loose-leaf compendium includes three types of brief research summaries: "topical synthesis," "close-ups," and "snapshots." The single topical synthesis, by Kathleen Cotton, is entitled "Teaching Composition: Research on Effective Practices." Closeups consist of brief definitions, essential research findings, and guidelines for effective practices. The two closeups in this collection, also by Kathleen Cotton, are "Instructional Reinforcement" and "Monitoring Student Learning in the Classroom." Snapshots describe effective practices currently in place at various school districts and include the following four: "Peer Tutoring" and "Monitoring and Reinforcing Learning" (Kathleen Cotton) and "Clear, Consistent Discipline" and "Cooperative Learning" (Jocelyn A. Butler). Included in the document is a special report "Summary of Research on Class Size" (Kathleen Cotton). Annotated bibliographies are appended to each research summary. (MLF)

ED 349 705   EA 024 324

Busick, Kathleen U.; Inos, Rita Hocog
Synthesis of the Research on Educational Change: Implementation Phase.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Leadership Responsibility; *Program Implementation; Resource Allocation; School Restructuring

PUB DATE- 21 Jun 92
NOTE- 87p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; Behavior Development; Career Education; Career Exploration; Child Rearing; Educational Opportunities; High Schools; High School Students; *Learning Disabilities; Meetings; *Parent Education; *Parent Participation; *Program Development; *Social Support Groups

This practicum developed a support group for parents of learning-disabled adolescents at the high school level, to explore career opportunities, adolescent behavior, and postsecondary academic settings. The practicum project surveyed parents concerning their interest in a parent support group, formed volunteer parent committees, arranged for guest speakers including a psychologist and a representative from a vocational rehabilitation agency, and organized a College and Career Night. A pamphlet listing area resources for students with learning disabilities was also developed. It is concluded that the parent support group gave parents a safe place to share their fears, hopes, frustrations, and intuitive knowledge with other parents with similar challenges. Appendices contain various practicum administration materials. (Contains 19 references.) (JDD)

ED 349 726 EC 301 471

Williams, Jane M.
Writing Quality Teacher-Made Tests: A Handbook for Teachers.
PUB DATE- Sep 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Disabilities; Elementary Secondary Education; Item Analysis; *Teacher Made Tests; *Test Construction; Test Format; Test Items; *Thinking Skills; Verbs

This manual is designed to assist both special and regular educators with mastering the skills for developing quality teacher-made tests consistent with content-oriented instruction. The manual presents tips for constructing both objective and subjective, supply and select test questions--namely, short answer, essay, fill in the blanks or completion, true-false, matching, and multiple choice. The manual presents suggestions for using a table of specifications and item analysis to assure content validity of the tests and for developing multiple choice test questions which tap the higher order thinking skills of students. The manual also proposes solutions for eliminating formatting and construction errors and highlights pitfalls of each type of test question. A checklist for writing quality teacher-made tests is provided. Appendices include: (1) a list of verbs used in teacher-made tests for Bloom's Taxonomy of Education Objectives--Cognitive Domain; (2) a student guide to understanding words used in essay questions; and (3) a list of sample item stems for higher order cognitive questions. (Contains approximately 50 references.) (JDD)

ED 349 727 EC 301 472

Brodsky, Meredith; And Others
Challenge for the Future: A Study of the Needs of Oregonians with

ED 349 744 EC 301 489

Soto, Gloria; And Others
Teaching Specific Requests: A Comparative Analysis on Skill Acquisition and Preference Using Two Augmentative and Alternative Communication (AAC) Modalities.
PUB DATE- May 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (116th, New Orleans, LA, May 26-30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Skills; Comparative Analysis; Environmental Influences; Equipment Utilization; Generalization; Interpersonal Communication; Maintenance; Manual Communication; *Pictorial Stimuli; *Severe Mental Retardation; *Skill Development; Visual Aids; Visual Stimuli; Young Adults
IDENTIFIERS- *Augmentative Alternative Communication; *Choice Behavior

This study investigated whether a person with profound mental retardation could effectively learn specific requests using two different communication modes, both including the same set of graphic symbols. It also sought to compare whether the participant showed a preference for one modality over the other and to determine whether the participant could functionally use different communication modes depending on the characteristics of the environment. The young adult subject used manual signs as his primary means of communication. The two communication devices studied included a portable picture board and a programmable voice output communication aid (VOCA) with an overlay containing the same graphic symbols as the board. Results indicated that the subject met criteria for both communication devices at two settings during intervention and kept the criteria during preference assessment and maintenance phases. The subject showed stronger preference for one modality over the other. Generalization measures indicate that the subject generalized the use of his preferred communication device (VOCA) to different settings and different communication partners and successfully requested items of his choice at a fast food restaurant. (28 references) (JDD)

ED 349 745 EC 301 490

Nickles, James L.
External Expectations of Transition.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Daily Living Skills; *Disabilities; *Education Work Relationship; Employer Attitudes; *Job Skills; *Needs Assessment; Parent Attitudes; Program Content; Secondary Education; Skill Development; Teacher Attitudes; *Transitional Programs

This paper examines the many external expectations confronting persons with disabilities and the skills required to survive and prosper in school, at home, on the job, and in the community. Data were obtained from 155 regular teachers, 110

*Phonics; Primary Education; Reading Achievement; *Reading Instruction; Teaching Methods
IDENTIFIERS- *Direct Instruction; *Distar Reading Program

This study tested the hypothesis that Distar Reading's demonstrated effects with disadvantaged children can be generalized to children with disabilities. The study compared the effects of two synthetic phonics reading programs, Direct Instruction "Reading Mastery" (which incorporated features of Distar Reading) and Addison Wesley's "Superkids." The two methods differed considerably in principles of instructional design and exemplified many of the unresolved conflicts in the phonics debate. The two methods were tested in a year-long intervention for 81 children who entered transitional kindergarten special education classes over a 4-year period. No significant achievement differences were evident for either instructional program, either at the end of the treatment year or at follow-up testing 1 year later. However, analysis focusing on children who progressed further in the two reading programs revealed that the Direct Instruction group registered larger reading gains. (Contains 37 references.) (JDD)

ED 349 763 EC 301 509

Ensign, Arselia, Ed.
Low Tech and Quality Special Education.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- May 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Elementary Secondary Education; Hearing Impairments; *Information Centers; Physical Disabilities; Technological Advancement; Visual Impairments
IDENTIFIERS- *Physically Impaired Association of Michigan

This bulletin describes the activities of the PAM Assistance Centre, a project supported by Michigan Special Education Services. The bulletin focuses on the Centre's role in nurturing quality educational opportunities for students with disabilities. The paper outlines several challenges in adapting to the uniqueness of a child with a physical or sensory impairment, and the need for consideration of both low and high technology aids in meeting these challenges. It describes the development of the Centre as a source of information for matching available technological devices with the needs of individuals with disabilities and their caregivers. Samples of information requests received from Michigan school districts are listed, organized within the following themes: specialized support and the continuum; curriculum; emerging populations; young children; vocational; transition; and general education. The education themes of various PIAM (Physically Impaired Association of Michigan) publications are also listed. PAM Assistance Centre's other activities, including school-related presentations, promotion of accessibility, and efforts aiding personnel development, are also noted, and plans for the future are specified. (JDD)

ED 349 764 EC 301 510

Special Education Mediation: Real Solutions Where Everyone Wins.
PUB DATE- 92
NOTE- 13p.

transition initiative intended for all students or a portion of the student population? (2) Should schools address the total array of skills, knowledge, and behaviors needed in the workplace or just a portion of these skills? (3) Are present curricula disciplines and programs to serve as the foundation for curriculum and assessment reform or will the discussion begin with a clean slate? and (4) How is the need to prepare youth for the world of work balanced with preparing them for other adult roles? The paper discusses changes that will be required in assessment as curricula change to include higher level skills and expanded basic skills. The paper concludes by suggesting that traditional curricula and assessment methods be abandoned and a new educational model be created to prepare students for the 1990s and beyond. (JDD)

ED 349 785 EC 301 532

Decade Holds Promise of Continued Progress in Education of Deaf Students.
PUB DATE- Sep 92
NOTE- 17p.; Small print tables will not reproduce adequately.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; Deaf Blind; *Deafness; Educational Change; Educational History; Educational Methods; *Educational Policy; Elementary Secondary Education; Government Role; *Hearing Impairments; Incidence; Postsecondary Education; Preschool Education; *Student Rights

This bulletin provides information about the positive changes that have accrued for persons with hearing loss in the education and public sectors, and identifies issues and concerns related to continuing the improvement of educational outcomes and services. The bulletin provides: (1) an overview of historical events, Congressional actions, and state activities in education of individuals with hearing impairments; (2) recommendations of the Commission on Education of the Deaf relative to education of deaf and hard-of-hearing students; (3) the proposed "Bill of Educational Rights for Deaf and Hard of Hearing Children"; (4) a February 1992 statement concerning the initiative of the National Association of State Directors of Special Education in the education of deaf and hard-of-hearing students, presented before the House Subcommittee on Select Education; and (5) several data tables from the Department of Education's Annual Report to Congress, specifically the tables indicating the number of children ages 6-21 with hearing impairments and with deaf-blindness, being served by each state. (JDD)

ED 349 786 FL 019 678

Bense, Elisabeth
Tyskland--et grat land med et grimt sprog. Oder: die Haltung Danischer gymnasiasten zu Deutsch, Deutschland, und den Deutschen (Germany--a Grey Country with an Ugly Language. Or: The Attitudes of Danish Students to German, Germany, and the Germans). ROLIG Working Paper 43.
PUB DATE- Dec 88
NOTE- 48p.
LANGUAGE- German
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *German; Questionnaires; Secondary Education; Second Language Instruction; *Second

environment; the home-to-school transition; the school environment; and teachers' role in promoting communication. The importance of an adequate environment, and particularly of parental participation, in children's language development is stressed. (MSE)

ED 349 808 FL 020 585

Wederspahn, Gary M.
Don't Get Lost in the Translation.
PUB DATE- Nov 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration; *Communication Skills; Cultural Context; Feedback; Figurative Language; Humor; *Intercultural Communication; *International Trade; *Interpreters; Language Usage; Listening Comprehension; Nonverbal Communication; Pronunciation; *Standard Spoken Usage; Suprasegmentals; *Translation; Visual Aids; Vocabulary

In this era of rapid globalization of business opportunities, many managers face the need to communicate with foreign counterparts who do not speak English. The solution, in many cases, is to use an interpreter. Interpreters, however, may make mistakes, and irritation, embarrassment and even major problems may arise from errors in translation. This paper discusses techniques and strategies for using interpreters in international business in such a way as to avoid miscommunication or misinterpretation. They include: providing the interpreter with a written text or outline; using professionals; having an interpreter for both parties in a negotiation; awareness of the interpreter's physical and emotional state; watching for signs that the listener is stressed, fatigued, or confused; speaking slowly and pronouncing clearly; avoiding oversimplification or appearance of condescension; speaking to one's counterpart, not the interpreter; avoiding slang or jargon; using charts and diagrams for clarity; using only metaphors, analogies, or allusions that are familiar to the foreign counterpart; being aware of false cognates; avoiding humor or satire; attending to precision in terminology; and practicing use of an interpreter before the need arises. (MSE)

ED 349 809 FL 020 588

Stansfield, Charles M.; And Others
The Preliminary Chinese Proficiency Test (Pre-CPT): Development, Scaling, and Equating to the Chinese Proficiency Test (CPT). Technical Report 1.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese; Higher Education; *Language Proficiency; *Language Tests; National Norms; Secondary Education; *Second Language Learning; *Test Construction; *Test Format; Test

many functions, as being grounded in a range of theoretical positions, and as drawing from a variety of possible methodologies. This paper focuses on evaluating the mathematics programs of limited-English-proficient (LEP) students in a time of educational change. Specific sections address the following: bilingual education program goals; the measurement of goals; the "taken-for-granted" status in current evaluation practice; the mathematics curriculum; mathematics learning and thinking; and mathematics instruction. (VWL)

ED 349 829 FL 020 648

Warren, Beth; Rosebery, Ann S.
Science Education as a Sense-Making Practice: Implications for Assessment.
PUB DATE- Aug 92
NOTE- 44p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *Limited English Speaking; Mainstreaming; Program Descriptions; *Science Education; Science Instruction; *Student Evaluation

This paper argues for a rethinking of what it means to "do science" in language minority classrooms by putting forward a view of science as a sense-making practice. Before outlining a sense-making perspective on scientific practice, some familiar images of what science is like in many classrooms are invoked in order to lay out a few critical connections among teaching, learning, and assessment. Two examples are provided, one descriptive of science in many mainstream classes, and the other of science in a Chinese bilingual program in California. The following questions are explored: What is the purpose of doing science in language minority classrooms, to learn science or to learn English? Is there an alternative to common practice? and What are the implications of such an alternative for assessment? The sense-making alternative to traditional practice is discussed as well as possible contexts and roles of assessment that emerge in a sense-making culture in language-minority classrooms. Implications of this view for improving science education and assessment for language minority students, paying particular attention to issues of teacher development, are explored. Responses to the paper by Ron Rohac and Sam Lin Tsang are appended. (VWL)

ED 349 830 FL 020 649

Hamp-Lyons, Liz
Holistic Writing Assessment of LEP Students.
PUB DATE- Aug 92
NOTE- 52p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2 Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; English (Second

curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units based on core curriculum objectives and language functions follows. Each unit outlines the function, the activity objective, language needed, specific skills addressed, suggested time frame, materials needed, procedures, evaluation methods, and supplemental activities, and includes student worksheets. Unit topics include: animals; classroom objects; classroom routine; clothing; colors; days, months, and seasons; family; geography; rooms of the house; numbers; body parts; time and time expressions; vacations; and weather. A list of print, nonprint, and computer resources for instruction is included, and a series of handout masters is appended. (MSE)

ED 349 849 FL 020 686

Latin I Resource Guide. Latin I Course Number: 61.041.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English; Latin
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Class Activities; Classroom Techniques; Course Content; Curriculum Design; Educational Philosophy; Elementary Secondary Education; *Instructional Design; Introductory Courses; Language Skills; *Latin; Public Schools; Second Language Instruction; *Second Language Learning; State Curriculum Guides; State Standards; Student Centered Curriculum; Student Evaluation; Units of Study
IDENTIFIERS- *Georgia

The guide contains classroom activities and instructional techniques to be used in implementing the first-year core Latin language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units follows. Each unit contains a brief text on the topic, ideas for class activities, a list of resources, and a brief bibliography. Topics, all related to Roman civilization, include architecture, entertainment, clothing, family, the Roman Forum, Roman history, housing, and religion. A bibliography of print, nonprint, and computer resources for instruction is included. (MSE)

ED 349 850 HE 024 882

Industrial Perspectives on Innovation and Interactions with Universities. Summary of Interviews with Senior Industrial Officials.
SPONS. AGENCY- Institute of Medicine (NAS), Washington, D.C.; National Academy of Engineering, Washington, D.C.; National Academy of Sciences, Washington, D.C.
PUB DATE- Feb 91
NOTE- 31p.

product; (9) all learners need not be assessed in the same form but, within each level, should be assessed to the same criteria; (10) assessment procedures are regularly reviewed and modified; (11) assessment procedures are enhanced through recognition and moderation; and (12) assessment is criterion referenced. (Appendixes, amounting to over one-half of the paper, include a checklist of good practices for mathematics tutors, a tutors' hint list for return to learning, contrasting approaches to art and craft, an example of assessment at different levels in art and design, and a brief description of the OCN accreditation framework and process.) (YLB)

ED 349 388 CE 061 220

Open College Networks and National Vocational Qualifications. A Development Paper.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Education; *Agency Cooperation; Articulation (Education); Competency Based Education; Credits; Educational Cooperation; Educational Development; Foreign Countries; Job Skills; Learning Modules; *Open Universities; Postsecondary Education; Prior Learning; *Standards; *Student Certification; Student Evaluation; Transfer Policy; *Vocational Education
IDENTIFIERS- Great Britain; *National Council for Vocational Qualifications; *Open College Networks (Great Britain)

Both the National Council for Vocational Qualifications (NCVQ) and Open College Networks or Federations (OCNs) have the objective of creating nationally coherent frameworks of qualification and training in Britain. However, they are very different organizations and have distinct, though potentially complementary, roles. Issues where the two organizations share similar aims and practices are clarifying learning outcomes, assessment, criteria for assessment, accreditation of prior learning, modularization, and credit accumulation and transfer. Several important areas of difference remain between them: accreditation, definitions of outcomes, accreditation of prior learning, and processes and outcomes. Both OCNs and NVQs provide frameworks that facilitate credit accumulation and transfer, but there are considerable differences between the two systems. The principal differences relate to notions of value (measured in "credits" or "units") and level. Potentially, OCNs offer access routes into NVQs for groups of learners for whom traditional programs delivering NVQs may not be appropriate as a first step; they offer a mechanism for NVQ units of competence to be combined flexibly with other learning to meet local and individual needs, whether of employers or of local groups and communities. Learners would be able to obtain NVQs in their local environment, with additional skills appropriate to their particular needs. (YLB)

ED 349 389 CE 061 323

Blakers, Catherine
Is Anyone Listening? Young People Speak about Work and Unemployment. ACER Research Monograph No. 42.
PUB DATE- 92

Garay, Mary Sue
Workplace Literacy in the 90's: Definitions, Descriptions, Opportunities, and Cautions.
PUB DATE- Mar 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Literacy; *Adult Programs; Demonstration Programs; Educational Cooperation; Employer Employee Relationship; *Job Skills; Literacy Education; Participation; School Business Relationship; Student School Relationship; Unions
IDENTIFIERS- *Workplace Literacy

The globalization of business has influenced the development of customized, job-specific workplace literacy programs. Work-centered participatory literacy receives support from both business and labor and additional impetus from the National Literacy Act of 1991. The worker of the future will be a thinking and communicating problem solver. The three groups participating in the workplace literacy enterprise--employers, employees, and educators--would probably agree with the Act's purpose but differ in motivation, conception, and methods. While these differences might appear irreconcilable, they may end by producing a necessary perspective for enlightened workplace literacy programs. Most programs are still traditional, but this paper discusses three that are innovative: the Russell Athletic Corporation (Alabama) program; the program run by the ABC's of Construction (the Association of Builders and Contractors Union, Louisiana); and a Job Training and Partnership Act program called "Training Women for Non-Traditional Work," in Baton Rouge, Louisiana. Although there are many "micro" successes at the grassroots level, there is a failure at the "macro" level of policy and management, due to insufficient attention to the learners served. Other problems come from unexamined assumptions about literacy and workplace literacy programs. An enlightened workplace literacy programs is likely to be a participatory or collaborative program where learners contribute on all levels. (Contains 24 references.) (NLA)

ED 349 407 CE 061 872

Reis, Fernanda Oliveira; Rychener, Frederique
Training of Trainers: New Institutional and Functional Structures?
PUB DATE- Aug 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Opportunities; Education Work Relationship; Foreign Countries; Job Training; Skill Development; *Teacher Education; *Teacher Qualifications; *Trainers; Training Objectives
IDENTIFIERS- European Community

Participants at a forum in Lisbon, Portugal, discussed training of trainers in the European Community. Discussions centered on the changes taking place in production systems and ways in which occupational activities are performed, the changing roles and concepts of vocational training, and the growing diversity of users. Problems surrounding trainers' qualifications,

of competencies, 11-item reading list, and glossary. (YLB)

ED 349 424 CE 061 922

Adult Learning Disabilities.
PUB DATE- 92
NOTE- 21p.; The PLUS adult literacy/learning disabilities collaboration project is supported by a grant from Charmant Eyeware.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Literacy; Adult Students; *Agency Cooperation; Cooperative Programs; Coordination; Educational Cooperation; *Educational Resources; Educational Technology; *Information Sources; Instructional Materials; *Learning Disabilities; *Literacy Education

This special "theme" edition of a newsletter focuses on learning disabilities of adult participants in literacy programs. It is a collection of organization profiles, editorials, resources, and examples of collaborative efforts between learning disability and literacy organizations. An overview of this issue is followed by an annotated list of organizations involved in providing services for individuals with special learning needs. Eight organizations deal with literacy and nine with learning disabilities. The next section contains descriptions of nine collaborative efforts between literacy and learning disability organizations. Other contents are as follows: a success profile of a participant with a hearing problem and dyslexia; glossary that includes definitions of categories of learning disabilities and characteristics of learning disabilities; two successful learner profiles from adult basic education/learning disabilities in St. Paul, Minnesota; and editorials on "Learning Different" and "Learning Strategies." The newsletter concludes with information on current video and print resources; a list of 9 suggested readings; descriptions of 17 other agencies, organizations, and businesses that provide services or products for learning disabled learners and literacy providers; and information on technology resources. (YLB)

ED 349 425 CE 061 924

The New York City Adult Literacy Initiative. Analysis of New York City's 1989-1990 Adult Literacy Data Base.
SPONS. AGENCY- Literacy Assistance Center, New York, NY.; New York City Mayor's Office of Educational Services, NY.; New York State Education Dept., Albany.
PUB DATE- Oct 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; Adult Literacy; Adult Programs; Comparative Analysis; Demography; *English (Second Language); Ethnic Groups; Females; Immigrants; Individual Characteristics; *Literacy Education; Statistical Analysis; *Student Characteristics; Welfare Recipients
IDENTIFIERS- *New York (New York)

A statistical analysis was conducted of the New York City adult literacy database for program year 1989-90. Data included recommendation or report on legislation that is submitted to Congress, and these statements must be fully considered when legislation is passed. The Competitiveness Policy Council is establishing eight subcouncils on capital formation, education, training, public infrastructure, corporate governance and training; technology; corporate governance and financial markets; health care costs; and trade policy. Specificd proposals for addressing financial markets, trade policy, manufacturing, and critical technologies to focus on developing strategies in each of these areas. Leadership from all sectors of the society is essential to galvanize public support for reform. (Contains 24 figures and 22 references.) (KC)

ED 349 444 CE 061 952

Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement. A 1991-92 National Workplace Literacy Grant Program. Final Performance Report. June 1991 - September 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 431p.; For other volumes in this series, see CE 061 953-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Community Colleges; Curriculum Development; Demonstration Programs; *Literacy Education; On the Job Training; Program Development; *Program Implementation; School Business Relationship
IDENTIFIERS- *Colorado; Partnerships in Education; *Workplace Literacy

The Colorado Workplace Learning Initiative was organized for the following purposes: (1) to design and implement a process for public/private partnerships to address workplace literacy; (2) to establish an effective method for curriculum adaptation and development based on specific workplace needs; (3) to provide accessible, relevant, and effective instruction at five demonstration sites (thus meeting the workplace literacy needs of more than 1,000 Colorado workers); and (4) to evaluate the project in order to ensure the creation of a valid statewide model. Business and community college partnerships at five different sites were formed in order to achieve these goals. During the project, curriculum guides were developed for eight literacy areas in mathematics, reading, and writing, with each guide containing materials for several courses developed by the community colleges. Programs were implemented and for the most part completed successfully, with more than 60 percent of participants experiencing improvement in the quality or quantity of their work. This report contains materials from the five program sites and a summary and analysis. Appendixes include an initial interview guide, a follow-up interview guide, a participant survey, a comparison of training evaluation instruments, and project profiles. The report also contains 11 references; an annotated resource guide to articles, assessment and testing materials, books, catalogs, computer-based programs, literacy projects, literature and reports, organizations and associations, and video courses; and a public relations guide. A program and other materials from the "Workplace Learning Showcase," a discussion meeting held September 22, 1992 in Aurora, Colorado, are also attached. (KC)

ED 349 445 CE 061 953

IDENTIFIERS- *Canada; Ethiopia

These proceedings contain 19 papers from 3 of 4 symposia on the theme of frontiers and futures of adult education. Abstracts appear at the beginning of the volume. The following papers are included: "Symposium: Frontiers and Futures in International Adult Education" (Draper, Kassam, Roberts); "The Meaning of Liberation in Adult Education as Revealed by Moses Coady and the Antigonish Movement" (Alexander); "Meaning Transformation through Experience and Mentoring" (Baker); "The Maturation Process and Learning" (Brundage); "A Comparative Review of Consciousness Raising and Conscientization" (Butterwick); "Students' Choice of Delivery Format: Face-to-Face versus Distance Education" (Collins, Haughey); "Teachers and Reflection: A Description and Analysis of the Reflective Process which Teachers Use in Their Experiential Learning" (D'Andrea); "A Perceptual Model of Educational and Career Goal Attainment Behavior: The Cyclic Process of Lifelong Learning" (Hey); "The Development of a Microteaching Training Program for the Ethiopian Nutrition Institute" (Hlynka, Nwaerondu, and Ayele); "Learning Mutual Helping, Group and Citizen Participation: Preliminary Results of a Demonstration Project" (Home, Darveau-Fournier); "Women's Groups as an Example of the Roots in Defining Adult Education" (McEachern); "The Role of Adult Education in the Struggle for Survival among Black Nova Scotians between 1750 and 1945: A Social History" (Moreau); "A Critical Review of Intensive Second Language Programs for Adult Immigrants" (Painchaud); "The Assessment Centre Process: Extending Its Diagnostic Capabilities" (Ingrid Pipke); "The Andragogical Approach in Graduate Studies: Success or Failure?" (Roy-Poirier) "Origins of Adult Education in British Columbia: Insights for the Present Period" (Selman); "Through the Learning Glass: The Universities" (Thomas); "British Women with Interrupted Technological Careers: Societal Attitudes and Patterns of Childhood Socialization" (Warren); "Measuring and Managing Variables for Continuing Education Programs in a University Setting: An Econometric Model" (Wolf, Waldron); and "Adult Education and Women: Problems and Perspectives in Historical Research" (Zinman). Most of the papers contain lists of references. (KC)

ED 349 464 CE 062 032

Gillen, Marie A., Ed.; Burkholder, Avon, Ed.
Canadian Association for the Study of Adult Education.
Proceedings of the Annual Conferences (6th, Hamilton, Ontario, Canada, May 29-31, 1987).
PUB DATE- May 87
NOTE- 355p.; For other proceedings, see ED 299 461, CE 062 029-031, and CE 062 035-037.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Adult Students; Andragogy; Blacks; Continuing Education; Distance Education; *Educational History; *Educational Philosophy; *Educational Practices; Educational Research; *Educational Trends; Evaluation Methods; Foreign Countries; Futures (of Society); Immigrants; Lifelong Learning; Mentors; *Organizational Development; Postsecondary Education; Sex Fairness; Student Evaluation; Teaching Methods; Womens Education
IDENTIFIERS- *Canada

These proceedings contain 14 papers and notes from 2 symposia in English and 2 papers in French. Abstracts appear at the greatly in scope, method of operation, and financing. Important learning gains were being achieved for Aid to Families with Dependent Children (AFDC) adults and their children. States gave a heavier emphasis to education than job placement. One of the most surprising findings was how strongly the states felt that the federal goal of bringing AFDC recipients to an 8.9 grade level was inadequate, primarily because all evidence indicates that this achievement level would still leave them either unemployable or employable at less than a living wage. States faced many problems at many levels, both operational and programmatic. The largest problems related to the lack or inadequacy of financing, goals, and coordination. (YLB)

ED 349 480 CG 024 473

Schmidt, John J.
Counselor Credentialing and School Counselor Employability in North Carolina.
PUB DATE- 19 Sep 92
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Counselor Education and Supervision (San Antonio, TX, September 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MFU1/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Certification; *Counselor Certification; Counselor Qualifications; *Counselor Training; Elementary Secondary Education; School Counseling; *School Counselors
IDENTIFIERS- *North Carolina

This study sought to: (1) examine the impact of national certification, state registration, counselor education accreditation, and state certification on the hiring practices of local school systems; (2) assess the knowledge that school personnel officers have of various counseling credentials; (3) assess the knowledge and attitudes of prospective school counselors regarding available credentials; (4) assess the knowledge and attitudes of practicing school counselors regarding available credentials; and (5) assess the degree to which provisional certification was sought by school systems for newly hired counselors. Questionnaires were filled out by 79 school system personnel directors (or the person to whom they forwarded the questionnaire); 334 school counselors; and 111 graduate students in counselor education programs. Results indicated that national counselor credentials have had little influence on employment decisions for counselors. Overall the state certification for school counselors in North Carolina was viewed as significantly more important than any other credential in making employment decisions. All groups perceived their knowledge of national credentials and the state registry for counselors at low to moderate levels. In contrast, their knowledge of state certification for school counselors was highly rated. A majority of the school counselors indicated that they had graduated from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) approved program, although this finding is unlikely, since only three programs in North Carolina are CACREP accredited for school counseling. This investigation suggests that the counseling profession should take steps to clarify and verify the importance of these credentialing processes. (ABL)

ED 349 481 CG 024 474

trusting partners' statements of prior sexual history. (ABL)

ED 349 500 CG 024 507

Postnatal Depression. A Review. EUR/HFA Target 8.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Depression (Psychology); Etiology; Foreign Countries; Incidence; *Mothers; Neonates
IDENTIFIERS- *Postpartum Depression

This document contains three reports on postnatal depression. The first, "The Maternity Blues," by Flemming Warborg Larsen, presents a literature review on the topic. It concludes that most women look back at the "blues" as an episode that was brief, unpleasant, and difficult to explain. The second report, "Postnatal Depressions," by Lene Lier, also a literature review, focuses on the topics of incidence, symptomatology, obstetrical aspects, psychodynamic aspects, family aspects, mother-child relationship, biological aspects, social and environmental aspects, interactive factors, and prevention and intervention. The third report, "Depressed Mood in the Week Following Childbirth," by Lier and four others (Susanne Houd, Henrik Bronnum-Hansen, Finn Kamper Jorgensen, and Flemming Warborg Larsen) describes a study of Danish women who had given birth. In the study 2,586 women answered a questionnaire which was administered 3 months after delivery and which identified variables that contributed significantly to depressed mood/sadness in the first week after delivery. Variables contributing to depressed mood included increased emotional/physical strain in women giving birth to their first child; women having to care for themselves during pregnancy; ambivalent or negative experience of delivery; a too busy staff at the maternity ward; insufficient support with breastfeeding; and having a child admitted to the pediatric department. All three reports include references. (ABL)

ED 349 501 CG 024 508

Bane, Share DeCroix
Caregiving for Frail Elders in Rural America.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Caregivers; *Family Caregivers; Family Role; *Frail Elderly; Research Needs; *Rural Population; *Social Support Groups; *Training
IDENTIFIERS- *Elder Care

This handbook attempts to answer questions about informal caregiving and caregivers, focusing on the rural elderly. The first section presents a national perspective on caregiving. Recipients of caregiving, providers of caregiving, the caregiving dilemma, and psychological, physical, family, and financial issues are discussed. The second section focuses on the rural factor. The third section discusses services used by caregivers, including home maintenance, homemaking, assigning chores to do for the family. Most parents responded that they could spend more time with their child doing homework but claimed students had passed the parent's ability to help them in many subject areas and high school is a time for students to learn independence from the parents. Parents in the school's community generally supported the school as a place that cares about their children. The survey form is appended. (Contains 22 references.) (ABL)

ED 349 520 CG 024 529

Norton, Arthur J.; Miller, Louisa F.
Marriage, Divorce, and Remarriage in the 1990s.
PUB DATE- Nov 91
NOTE- 48p.; Paper presented at the Annual Meeting of the American Public Health Association (119th, Atlanta, GA, November 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; Children; *Divorce; *Marriage; National Surveys; *Remarriage; *Stepfamily; Trend Analysis
IDENTIFIERS- *Current Population Survey

This paper presents results of a survey of the marriage and fertility histories of women in the United States conducted in June 1990 by the Bureau of the Census as a supplement to the Current Population Survey. The marriage and fertility history surveys were taken in 1971, 1975, 1980, 1985, and 1990. This paper focuses on recent trends in marriage, divorce, remarriage, and redivorce. Previous results are updated with new data. The nature of the relationship between certain social and demographic variables (educational attainment, fertility history, age, race and Hispanic origin, age at marital event, duration in marital status) and marriage behavior is described. The effects of marriage and fertility behavior on children and families are discussed, and some possibilities for the near-term future about where these trends may lead are offered. Fourteen tables are included. These conclusions are presented: (1) the marriage and divorce norms and behaviors that are acceptable to American society have evolved over the past 25 years; (2) proportionally more women will never marry than has been the case in the past; (3) divorce has peaked and will subside somewhat; (4) although remarriage rates have fallen the growth of consequent stepfamilies is significant; and (5) a large segment of the U.S. adult population flows into and out of several marital categories during their life course. (ABL)

ED 349 521 CG 024 530

Adams, Ronald D.; Gleaton, Thomas J.
Maltese Survey of Adolescent Drug Use, 1991.
PUB DATE- Feb 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age Differences; *Drinking; *Drug Abuse; Foreign Countries; Incidence; Intermediate Grades; National Surveys; *Preadolescents; Secondary Education; *Secondary School Students; Sex Differences; Smoking
IDENTIFIERS- *Malta

A national survey to obtain adolescent drug use patterns in Malta with three questions of concern: (1) How does the learner learn to identify the printed word?; (2) How does he or she discriminate one word from another word?; and (3) How does he or she recognize a word upon seeing it again in a different context? Other research indicates that poor readers may have been created by present reading programs. The disabled reader is probably a disabled reader because he or she is introduced to words at an ever-increasing rate, and he or she finds it harder and harder to make the fine discriminations required to identify the words. Jean Piaget's theory of schemata consists of a framework for tying together the information about any given concept or event. As he defines it, long-term memory has three dimensions: (1) episodic or personal memory and semantic memory; (2) conceptual data hierarchy; and (3) stratification construct, which includes the production, retrieving, and using of these hierarchies, the organizing framework of schemata. Reading theorists suggest that non- or poor-readers who are inconsistent and inflexible in reading need direct teaching of more skills, more thorough initial input, and more reteaching and review than normal readers. But a constant problem is how to get the slow reader to work on the same words or sound-symbol associations over and over, how to keep interest high while slowing down the pace long enough to achieve mastery of skills. More research is needed in the area of the two types of learners identified by Piaget, the global-analytic and the reflective-impulsive. (Forty-two references are attached.) (RS)

ED 349 540 CS 011 030

Erwin, Barbara
The Effect of Culturally Related Schemata and Instruction Using Thematic Units on Comprehension.
PUB DATE- Jul 92
NOTE- 31p.; Paper presented at the World Congress on Reading (14th, Maui, HI, July 13-16, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Cultural Background; *Cultural Differences; Foreign Countries; *Instructional Effectiveness; *Listening Comprehension; Primary Education; Prior Learning; Reading Research; *Schemata (Cognition); *Thematic Approach
IDENTIFIERS- Listening Research; Scotland; Texas

A study addressed the relationship of culturally related schema to comprehension and examined the effect of instruction using thematic units upon the development of background knowledge. Subjects were 25 pupils (aged 8 to 10 years) enrolled in a primary school in Scotland and 21 students enrolled in a 3rd-grade class in Texas. Subjects listened to a passage about their own culture and responded to a 10-item multiple choice test. The subjects then listened to a passage about the other culture and were given a similar test. The subjects participated in a one-week thematic unit about the other culture and again answered the culturally specific questions. Results indicated that not all subjects in a cultural group shared the same knowledge or understanding of their own culture, and that subjects of a culture knew considerably more about other cultures than was expected. Results also indicated that the use of thematic units as a method for improving comprehension was a viable strategy provided that certain factors were considered, e.g.: (1) the content taught; (2) the strategies planned; and, most importantly, (3) the

PUB DATE- 89
NOTE- 47p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Elementary Secondary Education; English Instruction; Higher Education; *Indexes; Periodicals; Resource Materials; Teacher Student Relationship; Writing Instruction
IDENTIFIERS- *Teachers and Writers Collaborative; Writing Contexts

This research tool provides an index of the first 22 years of "Teachers & Writers" magazine (and its predecessors). Arranged by subject and by author, the index lists articles by more than 300 writers (including Peter Elbow, June Jordan, Kenneth Koch, Anne Sexton, John Holt, Grace Paley, and many others), and 23 subjects (including art, classroom techniques, elders, fiction, memoir, music and dance, oral history, playwriting, poetry, radio, special projects, and teaching teachers). (SR)

ED 349 561 CS 213 510

Herndon, Kathleen M.; Kumar, Priti
Reconsidering the Melting Pot: Fostering Multicultural Awareness through Introductory Composition and Literature Courses.
PUB DATE- Mar 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; *Freshman Composition; Higher Education; *Introductory Courses; *Literature Appreciation; *Multicultural Education; Units of Study; Writing Assignments
IDENTIFIERS- Cultural Sensitivity; Melting Pot

Focusing on the importance of helping students to be aware of diverse viewpoints and customs, and to understand their own cultural heritage, this paper discusses how multicultural awareness is addressed in an introductory literature class and a composition class. The paper's first section introduces the basic elements in multicultural education, discussing some of the myths about the American melting pot and presenting some statistics on immigration in the United States and on numbers of foreign students. The paper's second section, "Multicultural Approach in Introductory Literature Classes," discusses the international focus of an Introduction to Fiction class conducted at Weber State University, in Ogden, Utah. The third section, "Multicultural Approach in English 111 College Writing Classes," describes a particular unit used in an introductory college writing class taught at the same institution. A conclusion presents observations on the importance of multicultural awareness. (SR)

ED 349 562 CS 213 514

Adams, Kelli
People from the Past: Writing Biographies.
PUB DATE- Oct 92
NOTE- 12p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Teachers; College School Cooperation; Higher Education; Negative Attitudes; Program Descriptions; Secondary Education; *Social Support Groups; Student Teaching; *Teacher Attitudes; *Teacher Burnout; Teacher Morale; Teacher Motivation
IDENTIFIERS- Illinois State University; *New Teachers; Proactive Teaching

Studies indicate that many teachers leave the profession within the first 5 years, and that often the most highly qualified and skilled teachers are the most likely to leave. Student-teachers and beginning teachers tend to have idealized aspirations for their teaching. However, the reality of secondary schools is that myriad forces will undermine even the most sincere efforts by these young teachers. Although the reasons for the exodus from teaching are discouraging and complex, teachers can resist victimization resulting from isolation and frustration, especially during first-year teaching, by developing a "proactive" approach. Stephen Covey explains that successful people develop the ability to control their responses to the world around them by adopting a "proactive" stance rather than a reactive stance. Student teachers must develop a proactive approach to their circle of influence, and should be supported in this effort by the state and national levels of the profession. The English Education program at Illinois State University has developed a program to help students make the transition from the university to the larger discourse community. This program focuses on professional credibility (writing for publication); scholarly activities (seminars, conferences, and in-service programs); and continuing participation in professional organizations and university/school collaboration programs. The program has had a very favorable response from participants, suggesting a new model which can help new teachers to develop support networks as they make the transition from student to professional. (HB)

ED 349 581 CS 213 544

Muschla, Gary Robert
Writing Resource Activities Kit: Ready-To-Use Worksheets and Enrichment Lessons for Grades 4-9.
PUB DATE- 89
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Intermediate Grades; Junior High Schools; Nonfiction; Poetry; *Revision (Written Composition); Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Process Approach (Writing)

Designed to meet the needs of children of various age and ability levels, this book provides teachers of grades 4-9 with over 250 writing activities and reproducible worksheets for teaching students how to write effective compositions, essays, stories, poems, and more. Activities in the book focus on the various stages of the writing process, offering students meaningful experiences with each part of the process. Each activity or worksheet corresponds to specific writing skills. Each techniques, such as asking students to come up with ideas for a restaurant serving nothing but fowl, should be taught, as should listing and guided imagery exercises. These and other exercises, all designed to help students explore different ways of developing ideas and visualizing creative approaches, prove useful in fostering creativity for both sides of the brain. (HB)

ED 349 601 CS 507 940

Morton, Cathy
Fund Raising Education: An Analysis of Public Relations Textbooks.
PUB DATE- Aug 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Fund Raising; Higher Education; *Public Relations; *Textbook Content; Textbook Evaluation; Textbook Research

A study examined public relations education textbooks used in undergraduate courses to determine the extent to which fund raising is covered and the context in which fund raising is discussed. Eight undergraduate public relations textbooks were chosen for content analysis from over 40 texts identified by chairmen of public relations sequences at the 176 institutions with chapters of the Public Relations Student Society of America as being used in classrooms. Tables of contents, glossaries, and indices were searched to locate each text's use of 11 key terms related to fund raising. Results indicated that there was only very limited content on fund raising concepts and techniques in textbooks used in undergraduate public relations classes. (Three tables of data are included; 48 references are attached.) (RS)

ED 349 602 CS 507 941

Worthington, Bob
Bringing the "Real World" into the Advertising Classroom.
PUB DATE- Aug 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Employment Potential; *Experiential Learning; Higher Education; *Job Skills; Mass Media; Mass Media Effects; Small Businesses; Student Needs; Undergraduate Students
IDENTIFIERS- Advertising Education; *Small Business Institute

The world of mass communications has been hard hit by the decline in advertising revenues in print and electronic media, resulting in very few internships for undergraduates and making these students much less attractive as candidates for entry level jobs in advertising. Consequently, advertising faculty should reassess their programs to better prepare their students for the realities of the job market. Many schools of business operate a Small Business Institute (SBI) program, supported by the U.S. Small Business Administration, and these might provide a useful way to gain access to the advertising needs of small

DESCRIPTORS- Editorials; Foreign Countries; Headlines; Homosexuality; *Journalism; Journalism History; *Mass Media Effects; *Mass Media Role; Media Research; *Newspapers; *News Writing; Photojournalism; Political Influences; Press Opinion; Public Opinion; Sex Differences
IDENTIFIERS- Journalism Research; *Media Coverage; Media History

The Newspapers section of the proceedings contains the following 11 papers: "News Items in the 'Shrinking Foreign Newshole': The Case of the New York Times" (Daniel Riffe and others); "Newspaper Coverage of Gays and Lesbians: Editors' Views of Its Longterm Effects" (Marilyn Greenwald and Joseph Bernt); "Effects of Staff Gender on Newspaper Content" (Terri Catlett); "Constructing Gay Death in the Newspaper: Three Stories of Men with AIDS" (Roger Simpson); "'Opening the Pandora's Box': Were American Media Guilty of Negligence in Disclosing Tiananmen Protestors' Identities?" (Lubo Li); "Coverage of Persons with Disabilities in Prestige and High Circulation Dailies" (John S. Clogston); "Editorial Treatment of U.S. Foreign Policy in the New York Times: The Case of Pakistan (1980-90)" (Mughees-uddin); "Tolerance of Senior Daily Newspaper Editors for Photographs of People with AIDS and Gays and Lesbians" (Joseph P. Bernt and Marilyn S. Greenwald); "Outside the Frame: Newspaper Coverage of the Sugar Ray Leonard Wife Abuse Story" (Michael A. Messner and William S. Solomon); "The International Flow of News in Major U.S. Newspapers: The 1989 Tiananmen Square Massacre" (Kangcong Zhang and Guy E. Lometti); and "Newspaper Ties, Community Ties and the Evaluation of a Local Community" (Judith M. Buddenbaum). (HB)

ED 349 622 CS 507 969

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part XV: The Newspaper Business.
PUB DATE- Aug 92
NOTE- 324p.; For other sections of these proceedings, see CS 507 955-970. For 1991 Proceedings, see ED 340 045.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Administration; *Economic Factors; *Employer Employee Relationship; Foreign Countries; Journalism History; Marketing; *Mass Media Role; Media Research; *Newspapers; Ownership; *Publishing Industry; Trend Analysis
IDENTIFIERS- *Business Media Relationship; Indiana; Newspaper Circulation

The Newspaper Business section of the proceedings contains the following 13 papers: "Daily Newspaper Market Structure, Concentration and Competition" (Stephen Lacy and Lucinda Davenport); "Who's Making the News? Changing Demographics of Newspaper Newsrooms" (Ted Pease); "Race, Gender and White Male Backlash in Newspaper Newsrooms" (Ted Pease); "Race and the Politics of Promotion in Newspaper Newsrooms" (Ted Pease); "Future of Daily Newspapers: A Q-Study of Indiana Newspeople and Subscribers" (Mark Popovich and Deborah Reed); "The Relationship between Daily and Weekly Newspaper Penetration in Non-Metropolitan Areas" (Stephen Lacy and Shikha Dalmia); "Employee Ownership at Milwaukee and Cincinnati: A Study in Success and Failure" (Randy Reddick); "The Viability of the Comprehensive Daily Newspaper" (William B. Blankenburg); "Organizational Culture: A Shield Against Organizational Stress" (Barbara K. Petersen); "The Effects of Work Environment on Job Burnout in Newspaper Reporters and Copy Editors" (Betsy case studies are presented alphabetically by state. Each of the state sections begins with a brief summary of the education program and state financing programs. These are followed by a discussion of specific transfer issues influenced by the state's policies and regulations. Case studies of the school systems begin with general background about the military base and surrounding community, followed by a discussion of transfer issues including the school district financial resources, condition of facilities, and base employee status after a transfer. (MLF)

ED 349 642 EA 024 212

Meanwell, Richard J.; Barrington, Gail V.
Senior Executive Views on Education in Alberta.
PUB DATE- 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Objectives; *Educational Planning; Education Work Relationship; Employment Potential; Foreign Countries; *High School Graduates; High Schools; *Private Sector; School Business Relationship; *Student Evaluation; Student Responsibility
IDENTIFIERS- *Alberta

Interviews were conducted with 60 senior executives in the private sector to determine the strengths and weaknesses of the education system in Alberta, Canada from their perspective. The executives' views were solicited on the following topics: (1) current strengths of the education system; (2) necessary improvements in educational programs and services; and (3) knowledge, skills, and attitudes necessary for Alberta graduates to meet the challenges and opportunities of a changing world. The findings were analyzed in the categories of expectations, satisfaction levels, problem areas, potential solutions, and other comments. Business executives expect Alberta graduates to have a high degree of competence in writing, reading, communicating, and social studies subjects and to have good attitudes with respect to learning, enthusiasm, work ethic, and self-esteem. These executives are most concerned about the degree to which students are "streamed"; the need for better standards so that those hired have the requisite knowledge and skills; the extent of program choice available to students; the need for more discipline in the classroom; the need for parents to be more aware of their responsibility for the education of their children; and the need to reward teachers who are performing well and deal with those who are not meeting the standard. The executives expressed needs for better standards, more discipline in the classroom, and parents to be more aware of their responsibility for their child's education. The executive summary, available separately, is included here. Appended are the cover letter to the executives and three tables. (MLF)

ED 349 643 EA 024 213

Keedy, John L.
Exploring Political Coalitions in School Restructuring: Results from the Field.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; *Educational Assessment; *Educational Quality; Elementary Education; *Instructional Innovation; Parent School Relationship; Professional Autonomy; *School Business Relationship; *School Restructuring; Teacher Student Relationship
IDENTIFIERS- *Dade County Public Schools FL; Empowerment; *Partnerships in Education; Tesseract Way

Education Alternatives, Inc. (EAI), a private educational company, and Dade County (Florida) Public Schools signed a 5-year contract stipulating that EAI would manage the classroom activities at the South Pointe Elementary School. The staff would implement EAI's "Tesseract Way" educational programs. The term "tesseract" comes from a children's book ("A Wrinkle in Time" by Madeline L'Engle in which she writes about children who take a fantasy trip through a "tesseract," a fifth-dimensional corridor for traveling to exciting new worlds) and is the trademark for all EAI schools. This assessment focuses on whether the school appears to be offering an alternative form of schooling that addresses the following major issues of restructuring: (1) changes in the core technology of the teaching and learning process, including the roles of teachers and students; (2) changes in the occupational situation of educators, including school structure, conditions of work, and decision making about rules, policies, and customs; and (3) changes in the distribution of power between schools and their clients and in the institution's responsiveness in empowering parents, students, and community members. Each section contains educational principles drawn from research by the leading educational reformers, and each principle is compared to the programs being implemented at South Pointe. Appendices contain two questionnaires with response totals: an EAI Teacher Survey responded to by 46 staff members, and a Tesseract Quality of Service Survey responded to by 249 parents. Order forms for SouthEastern Regional Vision for Education products and services are appended. (Contains 54 references.) (MLH)

ED 349 664 EA 024 267

Changing Schools: Insights.
PUB DATE- 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- *Change Strategies; College School Cooperation; *Educational Change; Educational Innovation; Elementary Secondary Education; Government Publications; Higher Education; High Risk Students; *Public Schools; Resistance to Change; School Community Relationship; *School Effectiveness; *School Restructuring
IDENTIFIERS- *America 2000; *National Education Goals 1990; Partnerships in Education

Over 1,000 communities in 45 states, territories, and the District of Columbia, are mobilized under the AMERICA 2000 banner to reach the 6 National Education Goals. This collection of papers, written by those who have wrestled with the process of school reform, offers useful insights to communities as they begin their process of transforming education. Following an educational reforms. (Contains 10 references.) (MLH)

ED 349 685 EA 024 297

Hattler, Jean Anne; Taylor, Bob L.
A Study of School Climate in Four Japanese High Schools.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, April 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Educational Environment; Foreign Countries; High Schools; *Institutional Characteristics; *Institutional Environment; *Organizational Climate; Student Attitudes; *Student School Relationship; Teacher Attitudes
IDENTIFIERS- *Japan; *Japanese Education

Findings of a study that compared the school climates of four Japanese high schools are presented in this paper. Eight factors that comprise the quality of school climate were examined--respect, trust, high morale, opportunities for input, continuous academic and social growth, cohesiveness, school renewal, and caring (Fox and others, 1974). A questionnaire to measure perceptions of school climate was administered to 362 high school students, 161 teachers, and 8 administrators in 4 high schools in Yamagata City, Yamagata Prefecture. The sample included a male academic, a female academic, a coeducational agricultural, and a coeducational commercial high school. Findings indicate that school climate was perceived differently across all four schools. Teachers and administrators perceived their school climate more favorably than did students in the same school. Of all the factors of school climate, students in all four schools perceived that school renewal occurred least often; teacher perceived that the opportunity for input occurred least often. Finally, students reported "caring" as one of the most positive factors in their school climates. Seven tables are included. (Contains 17 references.) (LMI)

ED 349 686 EA 024 298

Denoyer, Richard A.
Response to the Task Force on School Governance.
PUB DATE- 26 Jul 92
NOTE- 8p.; Presentation at a Meeting of the National Conference of State Legislatures (Cincinnati, OH, July 26, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Boards of Education; Child Welfare; Dropout Rate; Educational Attainment; Elementary Secondary Education; Futures (of Society); Governance; *School Demography; *Scores; *Social Problems; *State School District Relationship
IDENTIFIERS- National Assessment of Educational Progress; *National Conference on School Governance

Although the Task Force on School Governance report claims that restructuring of school boards is essential to save the nation's failing schools, the real failure is society itself. Societal problems such as the nation's $4 trillion debt, air and water pollution, crime, drug abuse, and special interest

IDENTIFIERS- Concerns Based Adoption Model; *Facilitators;
*Pacific Region

As Pacific educational leaders strive to make their educational systems meaningful for their own island people, lessons can be learned from the research on change. This is the second in a series of three papers on the broad phases of educational change: initiation, implementation, and institutionalization and renewal. The Concerns Based Adoption Model identifies in seven stages the primary concerns of individuals in the process of change, and these can be grouped into three main concerns: (1) concern for self; (2) concern for task; and (3) concern for impact. Interventions exist that are appropriate for each stage of concern. Factors that support implementation are identified as orchestration, shared responsibility, pressure and support, technical assistance, and rewards. Another factor to consider is the "implementation dip," where individuals have given up ineffective practices but have not yet mastered the new strategies. By recognizing that it may take up to 18 months for staff members to incorporate new practices, leaders can create a climate that encourages teachers to risk imperfect early implementation. Throughout the change process, implementers also benefit from the support of external facilitators and an internal facilitator. (Contains 9 references.) (MLF)

ED 349 706 EA 024 325

Snyder, Thomas D.; Hoffman, Charlene M.
Digest of Education Statistics, 1992.
PUB DATE- Oct 92
NOTE- 573p.; Numerous statistical tables with small print. For 1991 edition, see ED 340 141.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Education; College Faculty; Degrees (Academic); Dropout Rate; *Educational Attainment; Educational Finance; Educational Trends; Elementary Secondary Education; Employment Level; *Enrollment; Ethnic Groups; Federal Programs; Government Publications; Higher Education; Information Technology; *Institutional Characteristics; Library Statistics; Mathematics Achievement; Microcomputers; National Norms; Postsecondary Education; Preschool Education; Private Schools; Public Schools; Salaries; *School Demography; *School Statistics; Student Costs; Student Financial Aid; Tables (Data); Teacher Characteristics; Technical Education

This document, consisting of 7 chapters, 35 figures, 409 tables, plus 20 appendix tables, provides statistical data on most aspects of United States education, both public and private, from kindergarten through graduate school. The chapters cover the following topics: (1) all levels of education; (2) elementary and secondary education; (3) postsecondary education; (4) federal programs for education and related activities; (5) outcomes of education; (6) international education; and (7) learning resources and technology. A wide range of information is presented on a variety of subjects including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Included among data

Disabilities.
SPONS. AGENCY- Oregon Vocational Rehabilitation Div., Salem.
PUB DATE- 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Attitudes; Citizen Participation; *Delivery Systems; *Disabilities; Employment; *Employment Opportunities; Futures (of Society); *Needs Assessment; Program Development; State Surveys; Statewide Planning; *Vocational Rehabilitation
IDENTIFIERS- *Oregon

This report describes the results of a statewide assessment of the needs of Oregonians with disabilities. The study was conducted between December 1990 and March 1991. Data were gathered via town meetings attended by over 300 Oregonians, interviews with representatives of state agencies and consumer advocacy groups, and questionnaires completed by more than 1,300 Oregonians. People described what they need to be full participants in their communities and told about barriers that limit them. Survey data showed a consistent set of unmet needs and barriers to services, with fairly uniform results across regions, ages, and genders. The needs of people with disabilities and desired changes in the service delivery system included: (1) services that are designed to help them find, get, and keep jobs; (2) information and access to assistive technology; (3) information about vocational rehabilitation services and resources; (4) services that provide funds to pay bills until work is found; (5) removal of physical barriers; (6) services designed and delivered from a consumer perspective and with consumer involvement; (7) a public awareness and education effort to let people know the capabilities of people with disabilities; (8) a service delivery system that is flexible and responsive to their individual needs; and (9) leadership that is enthusiastic and instilled with a vision of the future role of the Oregon Vocational Rehabilitation Division. Appendices contain copies of questionnaires and detailed survey data. (JDD)

ED 349 728 EC 301 473

Harnisch, Delwyn L.; And Others
Selected Readings in Transition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 184p.; For individual papers, see EC 301 474-479.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Persistence; Behavior Rating Scales; Career Choice; Cognitive Development; *Disabilities; *Education Work Relationship; Employment; High Schools; *Independent Living; *Occupational Aspiration; Research Methodology; Social Services; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- High School and Beyond (NCES)

This collection of readings covers critical issues related to transition of youth with disabilities from school to post-school experiences. The first paper, titled "'Cognitive Return' of Schooling for Students with Disabilities: Preliminary Findings from 'High School and Beyond'" by Delwyn L. Harnisch and Ian A. G. Wilkinson, applies value-added analysis to study special educators, 150 parents, and 55 employers through the use of the School Survival Skills Questionnaire. All groups identified the following skills as necessary for successful transition: accepts consequences of own behavior, goes to class every day, arrives at school on time, plans steps to reach a goal, turns in work on time, keeps track of work in an assignment book, takes good care of other people's things, and knows what things he or she does well. The paper concludes that teachers have an obligation to continually modify the training of students with disabilities to incorporate these skills, in order to increase potential transition opportunities. Appendixes contain a copy of the 48-item questionnaire and a list of necessary skills. (JDD)

ED 349 746 EC 301 492

A Review of Familial Abuse Allegations of Adults with Developmental Disabilities.
PUB DATE- Jul 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Child Abuse; Criminals; Day Programs; *Developmental Disabilities; *Family Problems; *Family Violence; Incidence; *Law Enforcement; Legal Responsibility; State Programs; *Victims of Crime; Welfare Services
IDENTIFIERS- *New York

This study examined the incidence and nature of abuse of individuals with developmental disabilities residing with their families in New York State. Informal meetings were held with service providers to discuss the issues, and 84 allegations of familial abuse and neglect were reviewed. The study found that familial abuse of these individuals constitutes about 9% of all reports of alleged abuse and neglect filed by state-operated and state-certified residential and day programs serving persons with developmental disabilities. The most typical alleged victim was a young woman under 35 who was attending a day program and living at home. The alleged perpetrators were more likely to be male, and most were identified as a parent or other quasi-parental figure. Of the service providers that responded to a survey concerning their role in 1 or more of the 84 cases, over half indicated that they were less than fully satisfied with their ability to investigate the allegations. Approximately one-fourth of the reporting programs contacted law enforcement officials for help, while 66% contacted the local Adult Protective Services for help. Only 22% of those requesting adult protective services assistance were totally satisfied with help received. There was a higher likelihood of physical injury to the alleged victims in the familial reports, and victims were likely to be involved in multiple reports of abuse. Recommendations are presented which would clarify the responsibility for conducting investigations into allegations of familial abuse; develop close cooperative relationships between local social service districts and developmental disabilities service offices; reaffirm the reporting responsibilities of provider agencies; ensure the availability of emergency respite and short-term residential options; and provide primary prevention services including parent training. An appendix presents responses to the report from two New York government agencies. (JDD)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; *Disabilities; *Due Process; Educational Policy; Elementary Secondary Education; Meetings; *Parent Rights; Parent School Relationship; Parent Teacher Cooperation; *Special Education; State Programs; *Student Rights
IDENTIFIERS- *New York

This brochure describes a cooperative way to help resolve differences of opinion between New York parents and schools regarding special education programs and services. It describes special education mediation as a process in which the parent or guardian of a student with a disability and a representative of the school district meet with a mediator, who is an independent person. Such issues as when and where meetings are scheduled and the lack of costs to parents are noted. Commonly asked questions are answered, dealing with mediator qualifications, impact of mediation on other due process rights, and who can attend a mediation meeting. The brochure also includes a form which the parent of a child with a disability can use to request a mediation meeting. (JDD)

ED 349 765 EC 301 511

Fuller, Renee
Teaching with the Story Engram.
PUB DATE- Aug 91
NOTE- 41p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Reading Programs; Alphabets; Basic Skills; *Beginning Reading; *Cognitive Development; Evolution; Literacy; Logical Thinking; *Mental Retardation; Reading Comprehension; Reading Instruction; *Story Grammar; Story Reading; *Teaching Methods
IDENTIFIERS- *Ball Stick Bird Reading Method

This paper offers a description of the Ball-Stick-Bird reading system which has been used successfully to teach students with IQs as low as 20 to read with comprehension. A summary of research findings on this approach is presented as well as a discussion of these findings within a neurological/behavioral/evolutionary framework. A new theory of cognitive organization, the "story as the engram" theory, suggests: (1) the ontogeny of human logic; (2) the evolution of language development and the universality of certain parts of grammatical structure; (3) how the central nervous system has overcome the limits of chunk size during information processing; and (4) how contextual memory is stored and retrieved. This theory is seen to offer an explanation for the human species' sudden and meteoric intellectual development, as well as suggest possibilities for even greater achievement. (Contains 68 references.) (DB)

ED 349 766 EC 301 512

Hayward, Becky Jon
The Regional Information Exchange: A Review of Program Operations

Language Learning; *Student Attitudes
IDENTIFIERS- *Denmark; *Germany

Two studies are reported that investigated the views of Danish secondary school students studying German. The first, an observational study, revealed that the vast majority of questions Danish students posed during German lessons concerned grammar and vocabulary. The second study was a questionnaire that revealed that the Danish students were studying German for largely practical reasons. It is concluded that Danish students want more information on today's Germany, rather than its historical past or its culture, and that German instruction in Denmark needs to be more connected with the present reality of the students. (DMK)

ED 349 787 FL 019 929

Becker, Jytte
Samtaler i hvid kittel: En analyse af indlaeggelsessamtaler og deres institutionelle betingelser (Conversations in White Aprons: An Analysis of Hospitalization Conversations and Their Institutional Conditions). ROLIG Papir 47.
PUB DATE- Aug 91
NOTE- 189p.
LANGUAGE- Danish
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Foreign Countries; *Hospitals; Language Research; *Language Styles; Medical Services; *Nurses; *Patients
IDENTIFIERS- Denmark

This report focuses on the communication that takes place between nurses and patients in a hospital setting. Nurses have for years been accused of talking at patients rather than talking to them. They have also been accused of using a language that patients do not know. The problem is partly a result of individual roles within the medical profession hierarchy and a specialized language. To discuss this problem, specific sections address the following: the nursing profession; communication in general; conversations in general; hospitalization conversations (between nurse and patient); and hospitals and patients. Four conversations between nurses and patients at Roskilde hospital in Denmark are analyzed, and to conclude, the results of the conversations are discussed. (VWL)

ED 349 788 FL 019 993

Peretz, Arna S.; Shoham, Miriam
Does Topic Familiarity Affect Assessed Difficulty and Actual Performance on Reading Comprehension Tests in LSP?
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Academic Committee for Research on Language Testing (9th, Kiryat Anavim, Israel, April 25-27, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Students; College Students; *Difficulty Level; English (Second Language); Foreign Countries; Higher Education; *Languages for Special Purposes; Language Tests; *Majors (Students); *Prior Learning; *Reading Comprehension; Reading Tests; Second Language Learning; Second Languages; Student Attitudes; *Technical Writing
IDENTIFIERS- Ben Gurion University (Israel)

Items; Test Reliability; Test Validity
IDENTIFIERS- *Preliminary Chinese Proficiency Test

This report describes the development, construction, and validation of the Preliminary Chinese Proficiency Test (Pre-CPT), a standardized, nationally-normed test of listening and reading comprehension for beginning-level native English-speaking learners of Chinese as a second language. The Pre-CPT was designed as a lower-level version of the commonly-used Chinese Proficiency Test (CPT). It is intended to accompany the CPT and Pre-CPT combined test interpretation manual. The report's eight chapters describe: the project's background, test structure and content, test administration time, and test materials; the initial phase of the test development process, focusing on committee membership and deliberations; development of the field test form of the Pre-CPT and the subsequent field testing; the nationwide norming administration in Chinese language programs nationwide; construction of a common scale for the Pre-CPT and CPT; the final form of the Pre-CPT and final norming means and item difficulty results; and psychometric properties of the test (reliability, precision of measurement, validity, test subscore intercorrelations). A brief list of references is included. Appended materials include lists of field tests and norming participants, a field testing examinee background questionnaire, norming tables for the Pre-CPT and CPT, and sources for test content. (MSE)

ED 349 810   FL 020 591

Scharer, Rolf; North, Brian
Towards a Common European Framework for Reporting Language Competency. NFLC Occasional Papers.
PUB DATE- 92
NOTE- 30p.; Papers presented at the Council of Europe Intergovernmental Symposium "Transparency and Coherence in Language Learning in Europe: Objectives, Assessment and Certification" (Ruschlikon, Switzerland, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; Foreign Countries; *Language Proficiency; *Language Standardization; Measures (Individuals); *Second Language Learning; Threshold Level (Languages)
IDENTIFIERS- *Europe

The two papers presented in this document are intended to aid in the development of a comprehensive framework for standardizing objectives and levels of certification for foreign language learning in Europe. Specifically, these papers address the form in which foreign language achievement within such a framework could be reported, proposing a European Language Portfolio. The aims of such an instrument would be to enhance motivation for language learning; to enhance the recognition of language learning achievement through a single standardized record; and to enhance coherence in the educational systems and efficient interfaces between educational sectors. "A European Language Portfolio," (Rolf Scharer) discusses a proposed format of the portfolio, which would consist of the three district sections: the "passport," the "map," and the "dossier." The "passport" would be a record of formal qualifications in a language, while the "map" would be a representation of the individual's educational/achievement history in a language over time. Finally, the dossier would contain samples of the learner's work. "Options for Scales of Proficiency for a European Language Framework" (Brian North) discusses and compares

Language); *Holistic Approach; *Limited English Speaking; *Scoring; *Student Evaluation; *Writing Evaluation

This paper argues for a direct, holistic assessment of writing of limited-English-proficient (LEP) students. Holistic writing assessment is the term used for tests that evaluate writing wholly through the production of writing. A holistic writing assessment has at least the following five characteristics: each individual taking the assessment must actually write at least one piece of continuous text of 100 words or more; the reader is provided a prompt and is given considerable room in which to respond to the prompt; every text is read by at least two or more reader-judges who have been through training for scoring of writing in that context. The judgments made by readers are tied in some way to some common yardstick, such as a set of sample essays, or one of several rating scales and the readers' responses to the writing are expressed as a number or numbers of some kind, instead of or in addition to written or verbal comments. Further information is provided on the use of holistic writing assessment and on scoring methods for holistic writing assessment methods. Responses to the paper by Denise McKeon and Joy Kreeft Peyton are appended. (VWL)

ED 349 831 FL 020 650

Negroni, Peter J.
A Superintendent's Evaluation of Teacher Education Reform. Transforming American Education: Making It Work.
PUB DATE- Aug 92
NOTE- 22p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; Outcomes of Education; Public Schools; Social Integration; *Teacher Education
IDENTIFIERS- Springfield Public Schools MA

This paper provides an overview of the course taken by the United States to improve its public education system in response to the issue of global competitiveness. The nation's attempts at reform of public schooling since 1983 are described, recommendations from the report "A Nation at Risk" are summarized, and teacher education reform within the broader context of reform is charted. Specific information is provided on what has happened in the Springfield, Massachusetts Public Schools and how reforms can take hold in transforming schools. It is suggested that for real change to take place, the place to look for change is at the school level and in the classroom. All reform must move toward making the school and the classroom the unit of change. This vision for change focuses on: (1) improving student outcomes; (2) restructuring teaching practice; (3) fostering integration in all schools; (4) developing partnerships through collaboration and site based management. (VWL)

ED 349 832 FL 020 651

Steffens, John E.
Will the LEP Train Reach Its Destination? Designing the IHE Teacher Training Program for Specific LEP Student Instructional

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Attitudes; Higher Education; Industrial Education; *Industry; Interviews; Opinions; *Research and Development; Research Universities; *School Business Relationship; Technological Advancement; Technology; Technology Transfer; *Universities
IDENTIFIERS- Industrial Policy; Industrial Processes; Industry Needs; *Industry Role; Industry Trends; Innovators; *Technological Change

A study was done of the views of senior research managers in industry on the roles of business and universities in innovation, techical change, and competitiveness. This effort stemmed from an earlier set of roundtable discussions on university-industry research alliances and sought to add a stronger component of industrial views to an ongoing discussion. The views summarized come from interviews with 17 senior research managers representing a range of fields of research as well as a variety of sizes and types of companies. The results of these interviews were summarized and reviewed by the interviewees as well as members of the roundtable meeting together. Central themes that emerged from the interviews included the following: most innovation occurs through incremental improvements to existing products or processes; industry is the primary source for innovation; the primary role of universities is in training and education; and industry needs to collaborate with universities, other companies, in-house research divisions, vendors, and federal laboratories to maximize knowledge transfer and to identify emerging new technologies. The views show that a difference of opinion exists between university and industry officials. Included in appendixes are a list of those interviewed and questions used in the interviews. (JB)

ED 349 851 HE 025 439

Ford, Jerry
Houston Baptist University Academic Advising Handbook 1991-92.
PUB DATE- Aug 91
NOTE- 135p.; For the 1990-91 handbook, see ED 333 839.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; *Church Related Colleges; Educational Counseling; *Faculty Advisers; Foreign Student Advisers; Guidelines; Higher Education; *School Policy; Student College Relationship
IDENTIFIERS- *Advisor Role; *Houston Baptist University TX

This publication offers assistance to those serving as academic advisors at Houston Baptist University (HBU) in Texas. The handbook is divided into three sections. The first contains research data concerning academic advising including definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising. Section 2 is a collection of various lists, resource materials, and articles to be used in advising situations particularly "Houston Baptist University Advisor Responsibilities 1991-92" and other information contributing to

NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Developed Nations; *Employment Practices; *Employment Problems; Federal Government; Foreign Countries; Government Role; Policy Formation; Public Policy; *Social Change; *Unemployment; *Young Adults; Youth Employment
IDENTIFIERS- *Australia

This report presents the results of an Australian survey investigating the issues raised by unemployment in society, using extensive quotations from the respondents. In 1983 an open-ended questionnaire was sent to a group of about 10,000 young people (aged 18-22) in Australia to determine their opinions about unemployment and the future and to reflect their experiences in the labor market. About 1,250 surveys were returned; of these about one-third of the respondents were unemployed or had been unemployed. Part 1 outlines the social and industrial circumstances of 1983, using the comments of a wide range of young people to indicate the attitudes of the community on unemployment, the reasons these attitudes are so deeply rooted in the society, the effects of current technological and industrial changes on the patterns of employment, and why some young people are affected by social change. In Part 2, young people describe their experiences in looking for work and comment on employers and their practices. The effects of unemployment on young people are shown in Part 3, indicating that unemployment means not simply inadequate income but also a deprivation of place and purpose in society. In Part 4, young people give their views on what should be done about youth unemployment and who should do it. Part 5 looks at the question of whether concerns about employment and unemployment expressed by young people in 1983 are still relevant in the early 1990s, and what policies and programs have been or could be implemented to improve the situation of young people in a changing society. Each chapter incorporates an overview of what the available research says about the issue in question. A list of 108 references and an appendix describing the longitudinal youth study are included. (KC)

ED 349 390   CE 061 482

Vernot, Gertrude W.
Development of a Video Tape Teaching Module To Facilitate the Patient's Understanding of Chemotherapy.
PUB DATE- Apr 92
NOTE- 97p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; *Drug Therapy; *Instructional Materials; Learning Modules; *Material Development; Medical Services; Nurses; *Patient Education; *Primary Health Care; *Videotape Recordings

A practicum project was conducted to develop a method to enhance the knowledge base of targeted adult cancer patients entering into a treatment plan that included chemotherapy. The educational component necessary for informed consent by the patient had not been consistent; therefore, a videotape was developed containing general information common to all drugs used in the treatment of cancer. An addendum was developed and individualized instruction given by an oncology nurse to each of the eight participating patients, providing specific information about individual drugs. Success was measured by the statutory aspects governing training and courses that produce and provide trainers with more advanced skills were all examined. Three topics were tackled from actual cases selected in terms of the answers they provided to the issues in question. The topics are: (1) human resource qualification and the training function and the impact of new institutional and functional structures; (2) training of trainers and advances in training practices; and (3) the problem of trainers' qualifications from various partners' points of view. The following conclusions reflect important aspects of the discussions: it is necessary to differentiate between types of trainers; interaction between training and employment is a key aspect; training requires networking among those involved in the field; the question of training quality underlay all the discussions; and matching training, employment, and jobs no longer has meaning--trainers must provide skills needed for changing job situations. (NLA)

ED 349 408 CE 061 873

Veterans' Employment and Training Programs in the Department of Labor. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 12 Mar 92
NOTE- 122p.; Serial No. 102-29.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Opportunities; *Employment Opportunities; Employment Patterns; Equal Opportunities (Jobs); Hearings; Job Training; Unemployment; *Veterans; *Veterans Education
IDENTIFIERS- Congress 102nd; *Department of Labor

Opening statements by subcommittee chairman Timothy J. Penny and subcommittee member Christopher H. Smith, witness testimony, and material submitted for the record are included in this report of a congressional hearing on veterans' employment and training programs. The following witnesses provided prepared statements: Gregory Bresser, national service director, Military Order of the Purple Heart; Michael Brinck, national legislative director, AMVETS; Ronald Drach, national employment director, Disabled American Veterans; James Hubbard, director, national economic commission, The American Legion; Robert Manhan, national legislative service, Veterans of Foreign Wars; and David Ritterpusch, Acting Assistant Secretary for Veterans' Employment and Training, U.S. Department of Labor. The following materials were submitted for the record: statement--Non Commissioned Officers Association; written committee questions and their response--Chairman Penny to Department of Labor, Hon. Chris Smith to Department of Labor, Chairman Penny to The American Legion, Chairman Penny to Paralyzed Veterans of America, Chairman Penny to Disabled American Veterans, Chairman Penny to Veterans of Foreign Wars, and Chairman Penny to Military Order of the Purple Heart. (NLA)

ED 349 409 CE 061 874

A Model Academic Curriculum for the Massachusetts Secondary Technical Vocational Setting.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- 90
NOTE- 171p.

extensive information on enrollees in city- and state-funded classroom and tutorial programs throughout the city, as well as information on hours of instruction received and students' achievement test results. Demographic and achievement findings for 1989-90 indicated the following: the population was 61 percent female and 49.5 percent Hispanic; mean age was 36.0 years; 47.9 percent were employed full time; 20.9 percent received public assistance; over 60 percent of the residents of each borough attended programs in the same borough; and 54.4 percent attended class in evenings. The average basic education student gained 9.1 months on the Test of Adult Basic Education, after 112.3 hours of contact. Data showed average John Test raw score gains among participants in English for Speakers of Other Languages of 15.3 points, after 108.1 hours of contact. Comparative studies contrasted results of 1985-86, 1986-87, 1987-88, and 1988-89 analyses with those obtained from the 1989-90 file. The current population was found to be older, more likely to be employed, and with fewer basic skills. Longitudinal analyses determined the demographic characteristics of students who participate for more than 1 year and the long-term effects of program participation. More of these students were women and immigrants who entered programs at low achievement levels. (47 data tables) (YLB)

ED 349 426   CE 061 926

Workplace Communication Skills, Workplace Basic Skills, & Literacy Training in UAW-Chrysler Region 3. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Feb 92
NOTE- 51p.; Prepared in partnership with the U.A.W. - Chrysler Region 3 Training Center.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Communication Skills; Counseling Services; Decision Making; Employer Employee Relationship; High School Equivalency Programs; Individualized Education Programs; *Inplant Programs; *Job Skills; Labor Education; *Literacy Education; Problem Solving; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Unions
IDENTIFIERS- Chrysler Corporation; Indiana; Open Entry Open Exit; *Workplace Literacy

A workplace literacy partnership program model was demonstrated at four Chrysler plants in Indiana. Objectives were to improve workers' individual skills, enhance personal productivity, and increase work force job security and plant competitiveness. During the 3-month start-up phase, project staff worked with management and labor representatives to increase program support, involved United Auto Workers (UAW) officials directly in training programs by assigning them as staff, enrolled 70 workers, involved managers and UAW members in curriculum and evaluation design activities, identified 41 specific job-related or new technology skill areas, and customized the training curriculum by incorporating examples from workers' job tasks in training materials. The project recruited and enrolled 553 participants. Workers received individual counseling during the development of their individual development plans (IDP) and were provided with skill assessment services. The project provided job-related basic workplace skills training and

Workplace Learning Curriculum Guides. Volume I: Basic Skills--Math.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 307p.; For other volumes in this series, see CE 061 952-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Budgeting; Classroom Techniques; Course Content; Literacy Education; *Mathematical Applications; *Mathematics Instruction; *On the Job Training; Pretests Posttests; Teaching Methods; Test Items
IDENTIFIERS- *Workplace Literacy

This volume, the first of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains an outline of four workplace literacy courses: basic mathematics refresher course, mathematics in the workplace, mathematics skills for the workplace, and budgeting workshops for the workplace. Course outlines include a course overview, objectives, time frame, materials, homework assignments, teaching outlines and suggestions, course content, transparency masters, handouts, pretests, and posttests. (KC)

ED 349 446 CE 061 954

Workplace Learning Curriculum Guides. Volume II: Basic Skills--English as a Second Language (ESL).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 54p.; For other volumes in this series, see CE 061 952-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Basic Skills; Curriculum Guides; *English (Second Language); High School Equivalency Programs; Job Skills; *Limited English Speaking; Literacy Education
IDENTIFIERS- *General Educational Development Tests; *Workplace Literacy

This volume, part of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains two courses: workplace literacy for limited English proficient (LEP) persons and a General Educational Development Programs (GED)/English-as-a-Second-Language (ESL) tutorial with the Adult Literacy Network (ALN), a network of volunteer tutors. Introductory materials include a list of topics covered by all eight curriculum guides. The first course in this volume contains the following sections: Overview--objectives, time frame, and materials; Getting Started/Program Implementation--marketing, the workplace environment, supervisor-employee relationship, the classroom, pre- and posttesting, and evaluation; Activities (14 of these are described); and Resources (21 are listed). For the second course, called "It's Never Too Late To Improve Your English" the following information is provided: background, objectives, time, materials needed, and process; student application; workshop goals; workshop schedule; volunteer application; tests used by ALN; ALN's list of program materials--reading texts, spelling books, grammar books, writing books, mathematics books, and GED preparation materials. (NLA) beginning of the volume. The following papers are included: "Symposium Notes: What Is the Future of Adult Education in Canada?" (Bernard, MacNeil, Selman); "John Dewey Dialogues with an Adult Educator in 1987" (Barer-Stein); "Family Awakening and Parental Learning" (Blackwell); "The Role of Corporate Education in a Changing Financial Marketplace" (Cochrane); "Self-Directed Learning and the Misappropriation of Adult Education Practice" (Collins); "Critical Assumptions in University/Industry Continuing Education" (Hein); "Housing Co-ops: Adult Education for Social Change" (Hille); "Analysis of the Concept Learned Resourcefulness: Implications for Practitioners" (Hinds); "Methodological Dilemmas in Evaluating Demonstration Projects" (Darveau-Fournier, Home); "A Clerisy for Mutual and Popular Enlightenment: The Art, Historical and Scientific Association of Vancouver, 1909" (Hunt); "Race Relations Training for School Administrators and Employees: An Adult Education Model" (Mukherjee, Cooper); "Adult Educators and Their Organizations: Specialization or Balkanization" (Selman); "Le profil actuel et future de formation et de perfectionnement des formateurs d'adultes" (Serre); "Commitment to a Movement: The History of the Ontario Association for Continuing Education 1966-1986" (Smith); "The Nature of Policy-Making in Adult Education Organizations" (Taylor); "L'etat de champ d'etude universitaire de l'education des adultes" (Touchette); "Feminist Discourse and the Research Enterprise: Implications for Adult Education Research" (Warren); and "The Cusps of University in Adult Education" (Bernard). Most of the papers contain bibliographies. (KC)

ED 349 465 CE 062 035

Clough, Barbara Stolze, Ed.
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (9th, Victoria, British Columbia, Canada, June 1990).
PUB DATE- Jun 90
NOTE- 478p.; For other proceedings, see ED 299 461, CE 062 029-032, and CE 062 036-037.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Adult Education; *Adult Literacy; Adult Students; Aging (Individuals); Community Development; Conference Proceedings; *Distance Education; Educational Research; Extension Education; Federal Legislation; Foreign Countries; French; Graduate Study; Graduate Surveys; Inservice Teacher Education; Instructional Design; *Literacy Education; Postsecondary Education; Prior Learning; Professional Continuing Education; Program Administration; Program Effectiveness; Program Evaluation; Program Implementation; Rural Education; Staff Development; Success; Telecommunications; Teleconferencing; Womens Education
IDENTIFIERS- *Canada; China; Scotland; Sweden

Among 17 French and 63 English papers are the following: "Case Study of the Convergence Model in Program Evaluation" (Alexander); "Nowlen's Approach to Continuing Professional Education" (Blanchard); "Challenge for Indigenous Approaches to Adult Education (AE) and Development" (Bonson); "Cultural and Social Transformation in the 1990s" (Dyson et al.); "Graduate Students" (Chapman); "Potential and Pretensions of Critical Discoursing in Mainstream AE" (Collins); "Needs Assessment Survey" (Constantin); "University Extension" (Cruikshank); "AE and Working Life in Canada and Sweden" (Dawson); "Defining the Field of Community Development in Toronto" (Das Gupta, Fallis);

Council on Domestic Violence and Sexual Assault. Annual Report to Governor Walter J. Hickel and the Alaska State Legislature.
PUB DATE- Mar 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Family Violence; *Rape; *Sexual Abuse; State Programs
IDENTIFIERS- *Alaska

This document presents a report on domestic violence and sexual assault in Alaska. An introduction includes vignettes and a review of the problems of domestic violence and sexual assault. National and state statistics are provided and it is noted that Alaska has the highest incidence of rape in the country. The next section describes major initiatives by the Council on Domestic Violence. The initiatives included funding for prison batterers' programs; a videotape for training law enforcement officials on the appropriate response to and investigation of domestic violence situations; and training for mid-level managers of the Alaska State Troopers on domestic violence and sexual assault. The next section describes programs on domestic violence and sexual assault funded by the Council on Domestic Violence. Two legislative issues are described: confidentiality of victim counseling and extension of the statute of limitations on child sexual abuse. Alaska laws on domestic violence and sexual assault are summarized. The appendix contains: (1) definitions of terms; (2) a list of programs that provide emergency shelter in safe homes and number of nights of safety provided by each program; (3) a chart of number of clients by program and client type; (4) statistics on number of clients by gender, age and race; and (5) service statistics indicating number of services received by clients in fiscal year 1991. (ABL)

ED 349 482 CG 024 475

Children in Crisis: A Report on Runaway and Homeless Youth in Alaska.
PUB DATE- Jan 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; *Homeless People; *Runaways; State Legislation; State Programs; Youth Problems
IDENTIFIERS- *Alaska

Participants, at a conference convened by the Division of Family and Youth Services in Alaska on November 7th and 8th, 1991, began the development of a framework for a statewide plan for runaway and homeless youth. With the assistance of Division staff and the Northwest Network of Runaway and Youth Services, over 100 professionals and citizens from around the state developed the framework for such a plan. Two similar conferences were convened December 10th and 12th, 1991, with 26 and 16 participants who continued to develop strategies to reach the desired outcomes. Many aspects of the statewide plan were completed at the conferences. The conferences examined these topics: (1) primary reasons that youth runaway from home; (2) where youth run; (3) behaviors and problems of runaway youth; (4) estimated numbers of runaway youth; (5) desired outcomes for runaway youth; (6) behaviors and problems of homeless youth; (7) strategies for dealing with the problem of runaway youth; and (8) particular strategies for runaway youth transportation, nursing services, personal care, companion services, adult day care, etc. The fourth section discusses potential solutions to service problems. The fifth section discusses caregiver supports and focuses on respite care. The sixth section discusses support groups for family caregivers, noting that support groups which do work in rural areas tend to focus on education and less on support with personal concerns. This section also discusses the role of education programs for caregivers. The seventh section examines the caregiving issue as a family issue and describes research needs. Appendices include an Education and Training Resources Manuals list (9 items) and a Caregiver Bibliography of approximately 130 items. (Contains 20 general references.) (ABL)

ED 349 502 CG 024 510

"Alcohol: The Gateway Drug." OREA Evaluation Report.
PUB DATE- Dec 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *Elementary School Students; *Grade 4; *Intermediate Grades; Prevention; Program Effectiveness; School Counseling

The "Alcohol: The Gateway Drug" program and curriculum was developed in response to the prevalent use of alcohol by young people today and the difficulty of incorporating alcohol prevention into other substance abuse prevention programs. The main objective of the program was to provide alcohol prevention education services to fourth-graders in three particularly needy neighborhoods in New York City. This was to be achieved through a comprehensive approach, including teacher training in alcohol prevention education, alcohol-specific classroom prevention lessons, small group counseling for high-risk students, and parent workshops. An evaluation of the program indicated that: (1) classroom lessons seem to be effective in teaching students about the effects of alcohol and identifying children of alcoholics (COAs) and students at risk for alcohol use; (2) teacher training had the greatest visible impact when it was conducted in separate training sessions, rather than simply through teacher observations of classroom alcohol prevention lessons given by a substance abuse specialist; and (3) participation in parent workshops was low. Recommendations indicated that new strategies need to be found in order to increase parental participation in this program and these may include focusing parents on their children's activities, rather than on their own problems, and maintaining ongoing and intensive communication between school staff and parents regarding particular group meetings. (ABL)

ED 349 503 CG 024 511

Freeman, Brenda J.; Coll, Kenneth M.
Gender Differences in Human Development: A Comparative Discussion of "Women's Ways of Knowing: The Development of Voice, Self and Mind" and "Iron John: A Book about Men."
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Development; Individual Development; *Sex Differences

was conducted on November 29, 1991. A total of 20,815 students were surveyed in Malta and Gozo. Ages ranged from 11 to 17 years. Tabular reports were prepared for each participating school, regionally, and for the total or national sample. The overwhelming majority of students surveyed reported using alcoholic beverages, particularly birra/shandy and inbid. While one-fourth to one-third of the younger students (ages 11-13) reported drinking liquor, over half of the older students reported drinking this more concentrated form of alcohol. Male students were slightly more likely to drink alcoholic beverages than female students. Marijuana or haxixa was the most used illicit drug, and its use was reported mostly by older male students. A higher percentage of younger students reported using cigarettes and alcohol at an early than did the older students, but this finding may be explained by student dropout or other reasons. There seemed to be a progressive pattern of students reporting becoming intoxicated. Students reported cigarettes and alcoholic beverages were easily obtained. In summary findings from the Maltese survey suggest that use patterns and availability of alcohol poses a health problem among Maltese students and that education regarding harmful effects of alcohol by children and young adolescents needs to be made available to concerned adults as well as to students. (ABL)

ED 349 522 CG 024 531

Adams, Ronald D.; And Others
Louisiana State-Wide Survey Adolescent Drug and Alcohol Use, 1991.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- Feb 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; *Drinking; *Drug Abuse; High Schools; *High School Students; *Incidence; Junior High Schools; *Junior High School Students; *Smoking; State Surveys; Trend Analysis

In the fall of 1991 246,258 Louisiana students enrolled in grades 7-12 were surveyed regarding the prevalence and patterns of drug and alcohol use as compared to 241,858 students surveyed in the fall of 1990. The state-wide reports were comprised of data combining junior high school (grades 7 and 8) and senior high school (grades 9 through 12). Student responses for 1991 indicated that over one-fourth of the junior high and over one-third of the senior high students reported smoking cigarettes within the past year. Annual beer and wine cooler use was reported by more than one-third of the junior high students and three-fifths of the senior high students. Almost one-fourth of the junior high students and half of the senior high students reported using liquor. Approximately 1 in 10 senior high students admitted to smoking marijuana within the past year. The percentage was lower for junior high students with less than 1 in 20 reporting annual marijuana use. More than 39% of the junior high students and over 70% of the senior high students reported that beer and wine coolers were fairly easy or very easy to get. The availability of stimulants was similar to that of cocaine with about 10% of the junior high students and 22% of the senior high students reporting easy access to these drugs. (ABL)

ED 349 523 CG 024 532

Lui, Hah Wah Elena

characteristics of the students instructed. (Six tables of data and 2 figures displaying the specific vocabulary and concepts in the stories read to the subjects are included; 22 references are attached.) (RS)

ED 349 541 CS 011 031

De Fossard, Esta
Food for Thought: Reading and Thinking Critically.
PUB DATE- 92
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Critical Reading; *Critical Thinking; Higher Education; Independent Study; Lesson Plans; Reading Comprehension; Secondary Education; *Thinking Skills; Units of Study
IDENTIFIERS- Strategic Reading

This book presents a course whose aim is to strengthen students' ability to understand and recall what was read and to introduce the student to and give the student practice in some of the elements of clear and logical thinking. The course presented in the book can be done with or without the assistance of an instructor and in a long or a short form. Each of the 10 sections of the book includes 3 articles or stories on a central topic. The 10 sections are entitled: (1) Thinking about Reading; (2) Thinking about People; (3) Thinking about Business; (4) Thinking about Influence; (5) Thinking and Emotions; (6) Thinking about the Future; (7) Thinking about Sports; (8) Thinking about Technology; (9) Thinking about Rights; and (10) Thinking It Through. The book also includes a lesson structure, a glossary, a development chart to keep a record of the student's scores on the exercises, a review of the first and of the second half of the book, an answer key, speed exercises, dictionary definitions, and dictionary information. Each lesson in the book is made up of eight parts: introduction, thinking skills, word study, the article, "consider the thinking," "recall the details," summarize, and "express yourself." (RS)

ED 349 542 CS 011 032

Mullin, Penn
Postcards from America.
PUB DATE- 92
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescents; Elementary Secondary Education; *High Interest Low Vocabulary Books; Instructional Materials; Minority Group Children; Readability; *Recreational Reading; *Supplementary Reading Materials
IDENTIFIERS- *Postcards from America (Novels); Reading Motivation

"Postcards from America" is the publisher's name for a set of five high-interest low-level novellas written on a second-grade reading level and featuring a multicultural mix of adolescent characters (African-American, Mexican-American, Asian-American, and Caucasian). For recreational reading, the novellas in this set offer a mix of reading and fun. Because the novellas in the

Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Biographies; Classroom Techniques; *Content Area Reading; *Content Area Writing; Grade 4; Intermediate Grades; Social Studies; Student Research; Units of Study; *Writing Assignments
IDENTIFIERS- Historical Background; King (Martin Luther Jr); *Writing Thinking Relationship

Teachers have allowed the social studies and science areas of instruction to become isolated from vibrant language arts skills, resulting in deficiencies in reading and writing skills within the different content areas. An 8- to 10-week biography unit was developed for a fourth-grade social studies course in an attempt to give students a stronger personal connection with social studies. Such a personal involvement fosters self-expression, the ability to make inferences and think critically, and the promotion of student interest and involvement in learning. A major challenge in teaching biographical research is finding some way of organizing a vast amount of material. This can be done by using the "snapshot" approach, which emphasizes a common theme among the materials studied. The choice for a first biographical subject demanded some emotional involvement, suggesting Martin Luther King, Jr. Reading aloud from various biographies, class and small group discussion, and sharing questions and feelings about the material were the main activities. Student groups were asked to select eight important events in King's life and try to determine a common bond among all of them. The next step in the unit involved having each student choose a person to research on his/her own. Similar activities followed, resulting in some excellent work, as a student sample about Harriet Tubman demonstrates. In short, such a biography unit develops language skills, a knowledge of narrative, and invites critical thinking and analysis. (HB)

ED 349 563 CS 213 516

Purves, Alan C.
The Ideology of Canons and Cultural Concerns in the Literature Curriculum. Report Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- College English; *Cultural Pluralism; Educational Trends; *English Curriculum; English Instruction; Higher Education; High Schools; *Ideology; *Literature Appreciation; *Multicultural Education
IDENTIFIERS- Educational Issues; *Literary Canon

Educators who are responsible for planning curricula in literature should wish to do so with a full respect for the diverse groups that comprise U.S. society. The current way of thinking about this problem in setting policy for literature instruction is in terms of the canon: that is, the traditional works and the order in which they are to be read. Education, by its very nature, is ethnocentric, and cultures are exclusionary and elitist by definition. However, recently cultural critics have challenged the monolithic nature of U.S. cultural elitism worksheet offers a writing tip and directions for the student; is linked directly to skills taught in the chapter; includes an optional extension to expand the activity; and includes illustrations. Each set of worksheets is preceded by a section containing teaching suggestions presented in a lesson-plan format. The book also includes follow-up activities and a skills index to help teachers match writing assignments with particular skills. Chapters in the book are: (1) Where Children Get Ideas; (2) Developing Ideas into Stories; (3) Building Believable Characters; (4) Writing Style and Technique; (5) The Mechanics of Writing; (6) Teaching the Writing of Nonfiction; (7) Teaching the Writing of Poetry; (8) Teaching Revision; and (9) Evaluation. (RS)

ED 349 582   CS 213 550

Miller, Suzanne M.
Creating Change: Towards a Dialogic Pedagogy. Report Series 2.18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 22p.; Based on a paper presented at the International Conference of the Association for Collaborative Contributors to Language Learning (3rd, Moscow, Russia, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Communication; College English; *Cultural Pluralism; *Discussion (Teaching Technique); English Curriculum; Global Approach; Higher Education; High Schools; Literature; *Multicultural Education; Teaching Methods
IDENTIFIERS- *Dialogic Education

Internationally, educators are calling for teachers to help students learn to respect and value social and cultural difference. Literature teachers can also contribute to such a revolution in consciousness through literature study. It is crucial to education in a multicultural society that students are taught ways of reading and talking about literature which create respect for multiple perspectives. One means of doing this is through a "dialogic pedagogy," a conversational teaching approach in which the teacher and students engage in purposeful collaboration, guiding and inviting each other in talk and activity. Since readers construct different meanings from identical texts, text discussion can be particularly suited to provoke an interplay of differences. However, research indicates that such reflection about different perspectives rarely occurs in American schools, including literature classes, in which many teachers still rely on closed questioning. After observing teachers who successfully created conditions that produced motivated discussions about texts, four principles emerged: (1) inducing a new stance towards texts; (2) provoking collaborative reflection about alternatives; (3) scaffolding dialogic heuristics; and (4) encouraging student-initiated and sustained dialogic inquiry. If multicultural education is limited to new book lists or curricular add-ons, it may fail to become an integral part of student and citizen consciousness. (A list of 59 references is attached.) (HB)

ED 349 583   CS 213 552

English/Language Arts Curriculum Resource Handbook: A Practical businesses across the nation. Numerous studies show that small businesses are eager for assistance in planning and creating business advertising strategies. A course was developed in which an SBI is contacted and a business willing to be the subject in an advanced advertising project is located, thus helping both the business and the educational and experiential needs of the students. The business determines the advertising budget, and the students allocate the budget and deliver the advertising campaign. Students conduct the situation analysis research, establish advertising objectives, and prepare a media plan for the company. The final execution of the campaign is up to the business. Incorporating such a situation into the advertising course allows students a taste of the "real world," with the experience and additions to personal portfolios it provides significantly enhancing the market value of students as they enter the job market. (Twenty-four references are attached.) (HB)

ED 349 603 CS 507 943

Kelly, Kathleen S.
Potential of the Public Relations Department as a Deterrent to Fund-Raising Encroachment.
PUB DATE- Aug 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; *Administrative Organization; *Administrators; Analysis of Variance; Correlation; Factor Analysis; *Fund Raising; Higher Education; Models; National Surveys; Private Colleges; *Public Relations
IDENTIFIERS- *Charitable Organizations

A national survey of 175 public relations managers documented fund-raising encroachment (subordination of public relations functions to fund-raising) at 23% of their charitable organizations, with variation in vulnerability among different types (e.g., the public relations function is managed by fund raising at 50% of the private colleges and universities (N=38) represented in the study, whereas only 14% of the human services organizations (N=50) reported similar encroachment). Small, but significant, correlations were found between encroachment and the extent to which the public relations department has the knowledge and expertise to practice two-way symmetric and asymmetric models of public relations and the communication manager role. Together, knowledge of the four public relations models and two roles accounted for 19% of the explained variance in observed encroachment. Factor analysis yielded scales of high and low potential of the public relations department that may be useful in future encroachment research, whether the encroachment is by fund raising or marketing. (Six tables of data are included; 28 references are attached.) (Author/RS)

ED 349 604 CS 507 944

Ballinger, Jane R.; King, Pu-Tsung
Alternative Media Use and Support for Multicultural Education.
PUB DATE- Aug 92
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication

B. Cook and others); "Do Managers Forecast the Newspaper Industry's Economy?" (Virginia Roark and Gerald Stone); "The News Ombudsman, the News Staff and Media Accountability: The Case of the Louisville Courier-Journal" (Neil Nemeth); and "Effects of Joint Operating Agreements on Newspaper Competition and Editorial Performance" (David C. Coulson). (HB)

ED 349 623 CS 507 970

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Part XVI: Miscellaneous Studies.
PUB DATE- Aug 92
NOTE- 500p.; For other sections of these proceedings, see CS 507 955-969. For 1991 Proceedings, see ED 340 045.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; American Indians; *Animation; Birth Order; Classification; Databases; *Ethics; Film Industry; Foreign Countries; Interpersonal Communication; Marketing; *Mass Media Role; Media Research; *Models; Newspapers; Novels; Photojournalism; Psychological Patterns; *Public Relations; Q Methodology; Sexual Harassment
IDENTIFIERS- Journalists

The Miscellaneous Studies section of the proceedings contains the following 16 papers: "Mickey Mouse and Bugs Bunny: Iconography of Two Corporate Stars" (William A. Mikulak); "We Know Who You Are: A Niche Communications Explication and Model" (Jana Frederick-Collins); "The Ways They Get Their Stories: Is Utilitarianism the Best Moral Theory for Journalists?" (Wing-Tai Simon Wong); "A Typology of Organizational Relationships between Public Relations and Marketing" (Kirk Hallahan); "The Paradigms of Public Relations: Treading beyond the Four-Step Process" (Kirk Hallahan); "Bypassed by the Revolution? Photojournalists in a Decade of Change" (James H. Bissland and David Kielmeyer); "Interpersonal Communication in News Diffusion: A Study of 'Magic' Johnson's Announcement" (Michael D. Basil and others); "Radical Rules: I. F. Stone's Ethical Perspective" (Jack Lule); "Psychological Type and Public Relations: Theory, Research, and Applications" (Ronald D. Smith); "Perceptions of Journalists and Public Relations Practitioners toward Their Own and Each Other's Roles: Coorientation and Q Analyses" (Daradirek Ekachai); "Design of the Native Press: A Cultural Perspective" (Lucy A. Ganje); "Sexual Harassment in Television Newsrooms" (Sonya Forte Duhe and Vernon A. Stone); "How Effective Are Codes of Ethics? A Look at Three Newsrooms" (David E. Boeyink); "Theoretical Rationale for the Use of Novels as Historical Evidence" (Bonnie Brennen); "Birth Order and News Reporting Orientation" (John F. Dillon and Jenna L. Newton); and "Media Watchers: Their Concerns, Their Tactics and Their Accomplishments" (John S. Detweiler). A "Media Watcher Directory," compiled in August 1992, is included with this series of papers. (RS)

ED 349 624 EA 024 064

McCullough, K. Owen
ORDIS: Tennessee's One-Room-Drop-In School.
PUB DATE- Apr 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Cooperative Planning; Educational Change; Elementary Secondary Education; *Group Dynamics; *Intergroup Relations; *Politics of Education; *School Restructuring; Teacher Role

Findings of a study that examined patterns in coalition-building for school restructuring are presented in this paper, which focuses on the adoption and early implementation stages of educational change. A case study analysis of two high schools and one district involved in school restructuring was undertaken through site observation and interviews with five informants at each school. Interviewees were asked about the effect of the following roles--supervisor, district office administrator, local board member, teacher, teacher association member, principal, and state education agency--on the restructuring process. Findings suggest that no particular role exerted a major influence on restructuring efforts. That only one school utilized informal political coalition building fails to support Timar's (1986) model of integrated, political coalition-building. A suggestion is that national coalitions may provide an integrated approach to school improvement to replace the fragmented interest groups that dominate the state-level reform scene. (Contains 27 references.) (LMI)

ED 349 644 EA 024 216

McLaughlin, H. James
Seeking Solidarity and Responsibility: The Classroom Contexts of Control and Negotiation.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; Conflict Resolution; Discipline; Elementary Secondary Education; *Power Structure; Sanctions; *Social Control; *Teacher Student Relationship

Teachers' attempts to establish and maintain authority in their classrooms give rise to one of the essential tensions of teaching: reconciling caring and controlling. This paper examines sociopolitical questions about the nature of classroom authority and the uses of power to understand this tension. The first part presents an overview of the social and historical contexts of control, drawing on the works of Foucault (1979), Apple (1990), and Popkewitz (1987). The second part offers a critique of the prevailing "management" metaphor of control insofar as it constructs educators' conceptions of classroom authority and fails to address the tensions of caring and controlling. Part 3 describes recent efforts to shift the focus from obedience to responsibility, in response to narrow interpretations of the management metaphor. The final part discusses how classrooms and schools might be conceived as sites of teacher-student negotiation. Because negotiation represents a form of caring, a focus on the negotiatory nature of schooling highlights the ever-present tensions of caring and introduction by Lamar Alexander, Secretary of Education, are the following papers: (1) "The Process of School Transformation" (Jane L. David); (2) "Overcoming Barriers to Educational Change" (Michael G. Fullan); (3) "AMERICA 2000 and U.S. Education Reform" (Richard F. Elmore; (4) "The Need for Systemic School-Based School Reform" (Sophie Sa); (5) "Learning from Accelerated Schools" (Henry M. Levin); (6) "Key Lessons from the School Change Process in Prince George's County (Maryland)" (Michael K. Grady and John A. Murphy); (7) "Real Change Is Real Hard: Lessons Learned in Rochester" (Adam Urbanski); (8) "The California Partnership Academies: Design and Implementation" (Marilyn Raby); (9) "The Boston University/City of Chelsea Public Education Partnership" (Peter Greer); (10) "Restructuring Categorical Programs for Low Performing and Handicapped Students" (Stephen Fink); (11) "The Ten Schools Program: A Comprehensive Intervention for Children of Color" (Melba F. Coleman); (12) "Learning Lessons: The Process of School Change" (Beverly Caffee Glenn); and (13) "Achieving Fundamental Change in Education Within an American Indian Community: Zuni Public School District, New Mexico" (Hayes Lewis). (MLF)

ED 349 665 EA 024 268

Wagonseller, Bill R.
Strategies for Developing a Positive Parent-School Partnership.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Family Life Education; *Family Programs; *Family School Relationship; Guidelines; Models; *Parent Education; *Parent Participation; Parent Role; *Parent School Relationship; School Community Relationship
IDENTIFIERS- *National Education Goals 1990; *Partnerships in Education

A "grassroots" model for developing a parent-school partnership to help communities achieve the national Education 2000 goals is presented in this paper. The model is based on two assumptions about parenting: (1) parents are responsible for child-rearing; and (2) professionals are responsible for educating parents. Recommendations for a community-parent involvement model include developing a comprehensive parent-family wellness center at every state university and community college; organizing PTA units to develop parent education classes; creating parent education programs at each school; directing state funds for such programs; providing parent workshops in various settings; offering high school family lifestyle classes; and passing state legislation that enables school district grant-writing for developing parent education programs. Some research indicates that early intervention and parent involvement programs have resulted in improved IQs and a reduction in mental retardation among educationally disadvantaged preschool children. (LMI)

ED 349 666 EA 024 269

Hagedorn, Julia
The Longer School Day and Five Term Year in CTCs: Some Initial Observations.

lobbies abound, and legislators' unwillingness to face these problems has negatively affected American adults, children, families, and society. Demographic statistics pertaining to divorce, single and working mothers, teenage suicide, early parenthood, and poverty show a drastic change in family structure caused by worsening social conditions. However, a comparison of past and present standardized test scores, dropout and high school graduation rates, college completion, and other indicators shows improvements in student performance and educational attainment. Societal problems should be targeted, not school governance, which should remain the responsibility of locally elected school board members. In turn, boards should adopt policy, hire and fire the superintendent, and work with administrators to develop strategic plans for achieving educational goals. State legislators should eliminate most mandates affecting schools and direct all districts to develop a strategic plan. Local boards are best suited to meet the task force's goals of educational excellence, accountability, and interagency cooperation. (MLH)

ED 349 687 EA 024 301

The Center for the Arts and Sciences Follow-Up Study of 1991 Graduates. Evaluation Report.
PUB DATE- Jun 92
NOTE- 37p.; For a related document, see EA 024 303-304.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academically Gifted; *Advanced Placement Programs; Educational Assessment; Educational Environment; Graduate Surveys; High Schools; Program Evaluation; *Student Needs
IDENTIFIERS- *Saginaw City School System MI

Findings of a follow-up study that examined the experiences of 1991 high school graduates of the Center for the Arts and Sciences (CAS) program in Saginaw, Michigan, are presented in this paper. A survey mailed to 33 graduates received 16 responses. Findings indicate that all respondents were enrolled in a school, college, or training program. The two personal problems of greatest concern included self-imposed pressure to succeed and anxiety about meeting others' expectations for success. Their most serious educational problem was financial. The perceived strengths of the CAS program included its creative environment, interested teachers, and advanced, specialized curriculum. Students recommended increased cross-program involvement and more liberal student rules. Two tables are included. Appendices contain a copy of the questionnaire, cover letters, and survey responses. (LMI)

ED 349 688 EA 024 302

Liontos, Lynn Balster
Eight Jewels: Examples of Schools That Succeed As Told by the Educators Who Work in Them.
PUB DATE- Oct 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Community Involvement; *Educational Innovation; Elementary Education; *Excellence in Education; High Risk Students; High Schools; Homeless People; Intermediate

not appearing in previous editions are the following: drug use by teenagers and young adults; characteristics of vocational education teachers; proportion of 17-year-olds taking various science courses; federal support for education, by type of recipient; opinions of teachers about teacher training; and number of students and teachers in urban, rural, and suburban areas. A short introduction provides a brief overview of current trends in American education, and each chapter highlights significant trends. Guides to tabular presentations and sources are provided along with a definitions section and an index. (MLF)

ED 349 707 EA 024 327

Bauer, Norman J.
The Implications of One Significant Component of "Education 2000": Parental Choice of Schooling.
PUB DATE- May 92
NOTE- 27p.; Paper presented at the Annual Meeting of the New York State Association of Teacher Educators (Syracuse, NY, April 30-May 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conservatism; Educational Improvement; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Federal Programs; *Liberalism; Policy Formation; Politics of Education; *School Choice; State Church Separation
IDENTIFIERS- *America 2000

Issues in school choice are examined in this paper, with a focus on the link between the political philosophy of Education 2000 and the likely civic, economic, and religious consequences for the United States. The first part briefly identifies selected attributes of the conservative and liberal philosophies regarding capitalism, democracy, nationalism, religion, and science. The second part examines the significant attributes of Education 2000 (America 2000) and concludes that the Bush Administration views parental choice as a vehicle for achieving the six national education goals. A model of school types to assess the likely consequences of parental choice is developed in the third part. A conclusion is that the Education 2000 proposal has been guided by a conservative political philosophy, one designed to return the United States to the days of natural law theory, church-state integration, to the era of the "haves" and the "have-nots," and to the survival of the fittest mentality. Education 2000, with its emphasis on parental choice, will likely create divisive religious, economic, and civic tensions, among them the domination of schools by the religious and economic elites. (Contains 24 endnotes.) (LMI)

ED 349 708 EA 024 328

Rieck, William A.
Helping Teachers Improve Student Assessment Procedures: The Supervisor's Role.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, April 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

the cognitive development of disabled high school sophomores. It found that staying in school yielded considerable cognitive return for students with disabilities. "Career Expectations and Aspirations of Youth with and without Disabilities" (Adrian T. Fisher and Delwyn L. Harnisch), also based on High School and Beyond data, found that youth with disabilities held much lower career aspirations than their nondisabled peers and were enrolled in vocational preparation programs while nondisabled peers were enrolled in academic streams. "Exiting School: Who Cares about the Youths with Disabilities?" (Delwyn L. Harnisch and Dale Snauwaert) points out that the majority of the youths with disabilities who exit public schools do not have access to adult services considered crucial for a successful transition to employment and independent living. "Human Judgment and the Logic of Evidence: A Critical Examination of Research Methods in Special Education Transition Literature" (Delwyn L. Harnisch and others) offers a conceptual framework for evaluating research on the transition of youth with disabilities and argues that the role of human judgment in evaluating research results should be enhanced. "An Analysis by State of the Number of Disabled Youths (Ages 12-17 and 18-21) Served from 1984 through 1988" (Jho-Ju Tu and others) reports the results of a longitudinal assessment of services offered to youth with disabilities before and 3 years after their transition from school to work. "Seven Behavioral Domains of Independent Living" (Delwyn L. Harnisch and others) examines the development of a set of scales designed to assess the major aspects of independent living, to be able to differentiate between groups with specific disabilities and between individuals with and without disabilities. (JDD)

ED 349 729 EC 301 474

Harnisch, Delwyn L.; Wilkinson, Ian A. G.
"Cognitive Return" of Schooling for Students with Disabilities: Preliminary Findings from "High School and Beyond."
PUB DATE- 92
NOTE- 30p.; In: Harnisch, Delwyn L., And Others. Selected Readings in Transition; see EC 301 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Achievement; *Cognitive Development; *Disabilities; High Schools; *Institutional Characteristics; *Outcomes of Education; Student Characteristics; Withdrawal (Education)
IDENTIFIERS- High School and Beyond (NCES)

This paper applies value-added analysis to study the cognitive development of disabled high school sophomores over the period 1980-1982, in order to determine whether staying in school yields any cognitive return for students with disabilities and to identify those school factors that influence the relationship between staying in school and cognitive return. The study used data about 1,144 students from the data tape for the third follow-up of the "High School and Beyond" sophomore cohort. Student variables included graduation status, student background characteristics, and student achievement; school variables were categorized as demographics, teachers and instructional quality, discipline climate, academic climate, and curricular structure. Results indicated that staying in school yielded considerable cognitive return for students with disabilities, with greater gains in the language development areas and smaller gains in science and math. Tentative results also identified the following factors as moderating the effect

ED 349 747 EC 301 493

Morgan, Robert L.
Use of a Progressive Time Delay Procedure To Teach Receptive Vocabulary.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Identification; Instructional Effectiveness; Preschool Education; *Receptive Language; Recognition (Psychology); *Severe Mental Retardation; Student Reaction; *Teaching Methods; *Time Factors (Learning); Vocabulary Development
IDENTIFIERS- *Progressive Time Delay; *Time Delay

Progressive time delay is presented as a nonintrusive method of teaching receptive vocabulary to a 5-year-old girl with severe mental retardation. The girl was trained in pointing to photographs of various unfamiliar objects when the object was named by the teacher. Results indicate that the presentation of a time delay procedure resulted in a variable, accelerating trend in the percentage of pictures correctly identified. The procedure was effective in increasing the percentage of receptive vocabulary words recognized by the subject and, in addition, the subject consistently verbally identified pictures once she identified them receptively. (Contains 34 references.) (JDD)

ED 349 748 EC 301 494

Gallagher, James; Coleman, Mary Ruth
State Policies on the Identification of Gifted Students from Special Populations: Three States in Profile.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; *Cultural Differences; *Economically Disadvantaged; *Educational Policy; Elementary Secondary Education; *Gifted; *Gifted Disabled; Influences; Intervention; Policy Formation; Program Implementation; Public Policy; State Programs
IDENTIFIERS- Arkansas; Ohio; Texas

Three states, Ohio, Texas, and Arkansas were selected to study implementation of policies relating to the identification of gifted students from special populations, i.e., culturally diverse students, economically disadvantaged students, and students with disabilities. Individual profiles were completed for each state, and a cross state comparison was done to identify overall patterns of factors influencing policy implementation. Thirteen influential factors were identified: professional leadership, outside leadership, public attitude, bureaucratic structure, local initiative, flexible rules and regulations, informal relationships, higher education, economic status, the school reform movement, demonstration projects, seed money, and court actions. Factors differed in their level of influence depending on the state and the phase of policy implementation (whether development or application). The most essential aspect of policy development, from the standpoint of special populations students, was felt to be the design of

and Accomplishments.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 15 Dec 89
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Information Dissemination; National Programs; *Program Effectiveness; Program Evaluation; Program Validation; *Regional Programs; *Rehabilitation; Research Needs; Research Utilization; Validated Programs
IDENTIFIERS- *Regional Information Exchange Program

This report reports activities of the Regional Information Exchange (RIE) program under the National Institute on Disability and Rehabilitation Research's Knowledge Dissemination and Utilization Program. An overview compares the RIE program with a National Diffusion Network unit--the Joint Dissemination Review Panel, which also focuses on validating effective programs and encouraging dissemination. The operational procedures of five regional RIEs which follow centrally etablished funding priorities are described. Issues are discussed concerning: (1) the nomination and validation of exemplary programs; (2) RIE priorities; (3) dissemination and utilization activities; (4) RIE evaluation procedures; (5) the program's regional configuration; and (6) the relationship of the program's activities to the parent organization's broad research and dissemination mission. Differences in approach among the RIEs are stressed, with two RIEs emphasizing rigorous, systematic, research based evaluation and validation; two emphasizing proactive, hands-on, organizational capacity building; and one focusing on a specific topical area. Recommendations include: RIEs should consider limiting the priorities addressed; site visits to applicant programs should be part of validation activities; and establishment of a national RIE component should be considered. (DB)

ED 349 767 EC 301 513

Special Education School Articulation Program. Phase I: Program Implementation 1990-91. OREA Report.
PUB DATE- May 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *Disabilities; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; *Program Development; Program Implementation; *School Choice; School Districts; Special Education; *Transitional Programs; Urban Education
IDENTIFIERS- *New York (New York)

New York City's Special Education School Articulation Program, which fosters informed student and parent choice about available high school program options, is described. Initial program objectives for the 1990-91 school year included hiring of school articulation coordinators and development of specific articulation plans by middle and high schools. Evaluation indicated these objectives were met with some schools also implementing articulation activities. The instructional component of the program, implementation of special events (such as intervisitations), and parent involvement activities

A study investigated the hypothesis that topic familiarity and assessed difficulty of a second language text correlated positively with performance on reading comprehension tests in languages for special purposes (LSP). Subjects were 177 advanced students of English as a Foreign Language (EFL) at Ben Gurion University (Israel). Faculty from the schools of Humanities and Social Sciences (HSS) and Science and Technology (ST) were asked to assess the difficulty of an HSS-related text and a ST-related text from a college-level EFL reader. The texts were found to be of comparable difficulty and comprehensible to an educated layman. Students then took a reading comprehension test using the passages, and were asked to evaluate the passages' difficulty. Significant interaction between faculty and assessed difficulty of text confirms that EFL students find texts related to their fields of study more comprehensible than texts related to other topics. However, results of multiple-choice comprehension questions based on the texts indicate that students' subjective evaluation of the relative difficulty of a text is not necessarily a reliable predictor of their actual performance on reading comprehension tests. Based on these findings, it is argued that creation of many different reading tests on specialized topics at the university level is not justified. A 24-item bibliography and tabulations of study results are appended. (Author/MSE)

ED 349 789 FL 020 029

Gleich, Utta von, Ed.; Wolff, Ekkehard, Ed.
Standardization of National Languages. Proceedings of a Symposium on Language Standardization (Hamburg, Germany, February 2-3, 1991).
PUB DATE- Feb 91
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Basque; Foreign Countries; Hausa; Kurdish; *Language Planning; *Language Standardization; Language Variation; Quechua; Uncommonly Taught Languages; *Written Language; Yiddish
IDENTIFIERS- Mali; Peru; Romany

The purpose of the symposium was to exchange experiences in the standardization of national languages in different socio-cultural contexts. Examples of the strategies and results of such experiences in Africa, Latin America, and Europe were presented for discussion. Papers presented at the symposium include the following: "Language Standardization in Mali" (Adama Ouane); "Lexical Innovation in Hausa (Niger, Nigeria)" (J. A. McIntyre); "Standardization and Varieties of Written Hausa (West Africa)" (H. Ekkehard Wolff); "Normalization in Andean Languages" (Rodolfo Cerron-Palomino); "The Standardization of Quechua: Some Problems and Suggestions" (Wolfgang Wolck); "Aspects of Language Planning in Ashaninka (Eastern Peru)" (Thomas Th. Buttner); "A Characterization of Alphabetical Writing Systems" (Xavier Lamuela); "Some Aspects of the Standardization of the Basque Language" (Axel Mahlau); "The State of Codification of Aranese" (Joachim Born); and "Standardization Beyond the State: The Cases of Yiddish, Kurdish and Romani" (Yaron Matras and Gertrud Reershemius). (JL)

ED 349 790 FL 020 272

Little, David, Ed.; O Meadhra, Bebhinn, Ed.
Media Technologies and Language Learning. Proceedings of an IRAAL Seminar (Dublin, Ireland, November 25, 1989).

various scale systems for classifying language ability. The advantages and disadvantages of natural levels are contrasted with those for pedagogical levels. (JL)

ED 349 811   FL 020 630

Focus on Evaluation and Measurement. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (Washington, D.C., September 1991). Volumes 1 and 2.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 957p.; For individual papers, see FL 020 631-652.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC39 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; Graduation; Higher Education; Intelligence; Language Research; *Limited English Speaking; Mathematics Education; Referral; Science Education; Scores; Standards; *Student Evaluation; Student Needs; Teacher Certification; *Teacher Education; Testing; Writing Evaluation

This document is comprised of a two-volume conference proceedings. The first volume includes the following papers: "Application of Multiple Intelligences: Research in Alternative Assessment" (Joseph Walters) Discussants: Vera John-Steiner, Sue Teele; "Improving Bilingual Education Programs through Evaluation" (Alan L. Ginsburg); "Language Testing Research: Lessons Applied to LEP Students and Programs" (John W. Oller, Jr.) Discussants: Fred Davidson, Myriam Met; "Performance Assessment of Language Minority Students" (Jack S. Damico) Discussants: J. Michael O'Malley, Cecilia J. Navarrete; "SEA Usage of Alternative Assessment: The Connecticut Experience" (Joan Boykoff Baron) Discussants: Mary Jean Habermann, Richard A. Figueroa; "Portfolio Assessment and LEP Students" (Russell L. French) Discussants: Alice J. Kawakami, Daniel Koretz; "A Political/Sociological Critique of Teacher Education Reforms: Evaluation of the Relation of Power and Knowledge" (Thomas S. Popkewitz); "Assessing Appropriate and Inappropriate Referral Systems for LEP Special Education Students" (Alba A. Ortiz) Discussants: Ann C. Willig, Sherry R. Migdail; "The Assessment of Alternative Certification Practices" Panelists: Annalisa Allegro, Migdalia Romero, Elena Izquierdo, Discussant: Barbara Clements; "Teachers for Language Minority Students: Evaluating Professional Standards" (Eugene Garcia); "Evaluating LEP Teacher Training and In-Service Programs" (Stephanie Dalton, Ellen Moir) Discussants: Lynn Malarz, Victoria Jew. Volume II includes the following papers: "Issues in Policy, Assessment, and Equity" (Eva L. Baker) Discussants: Lorraine Valdez Pierce, Peter M. Byron; "Testing LEP Students for Minimum Competency and High School Graduation" (Kurt F. Geisinger) Discussants: Michele R. Hewlett-Gomez, Lawrence M. Rudner; "Innovative Practices in the Identification of LEP Students" (JoAnn Canales) Discussants: Julia Lara, Robert Rueda; "Test Score Pollution: Implications for LEP Students" (Thomas Haladyna) Discussants: Gary Hargett, Maria Pennock-Roman; "LEA Title VII Program Evaluations" Panelists: Raj Balu, Jesus Salazar, Tomi D. Berney, Discussant: Robert Martinez; "Evaluating Mathematics Education of LEP Students in a Time of Educational Change" (Walter Secada) Discussants: Penelope L. Peterson, Mary Lindquist; "Science Education as a Sense-Making Practice: Implications for Assessment" (Beth Warren and Ann S. Rosebery) Discussants: Ron Rohac, Sau-Lim Tsang; "Holistic Writing Assessment of LEP Students" (Liz Hamp-Lyons) Discussants:

Needs.
PUB DATE- Aug 92
NOTE- 38p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Educational Change; Elementary Secondary Education; Higher Education; *Limited English Speaking; Program Design; Student Needs; *Teacher Education

This paper discusses designing an individual higher education (IHE) teacher training program that focuses on the instructional needs of limited-English-proficient students (LEP). The paper seeks to accomplish the following: excite individuals to want to participate in building a new paradigm in teacher training for teachers of all LEP students; provide background information and a preliminary knowledge base to substantiate a call for action; relate the need to pay attention to LEP students in educational reform and restructuring activities, particularly the AMERICA 2000 strategies; and describe some steps that need to be taken on how to accomplish the tasks outlined. Two responses to the paper, one by Virginia Collier and one by Rosita G. Galang, are appended. (VWL)

ED 349 833 FL 020 652

Grant, Carl A.
Educational Research and Teacher Training for Successfully Teaching Limited English Proficient Students.
PUB DATE- Aug 92
NOTE- 45p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Theories; Elementary Secondary Education; Higher Education; *Limited English Speaking; *Program Evaluation; *Teacher Education; Teacher Evaluation

The paper examines the research on teacher training particularly as it relates to preservice and inservice teacher preparation of teachers to work with limited-English-proficient (LEP) students. It highlights successful programmatic patterns and innovations based on research for preparing teachers to work with LEP students. A discussion of criteria used to determine programmatic success is presented. Two analytic paradigms are used to examine and evaluate teacher preparation programs. The first analysis includes the "Framework for Intervention for Empowering Minority Students" as proposed by Cummins. The second analysis includes the multicultural framework proposed by Grant and Sleeter (1985). To conclude, a discussion that compares the research findings to the observations on research in teacher education offered by Houston, Haberman, and Sikula (1990) is presented. Two responses to the paper, one by Margarita Calderon and one by Li-Rong Lilly Cheng, are appended. (VWL) a picture of the advisor's task and importance in the total educational goals of the university. The third section contains information pertaining to specific departments and to specific HBU regulations covering duties of advisors, graduation requirements, English placement guidelines, foreign languages, advising freshmen in science and mathematics, advising students wanting to become teachers, advising music students, HBU's music groups, advising international students and student-athletes, financial aid processes, advanced general electives, convocation policies, study skills, challenges confronting missionaries, advisor assessment, and the preamble to the by-laws. Appendixes contain advising tables and registration and graduation questions. Included is a 57-item bibliography. (Author/JB)

ED 349 852 HE 025 769

Adelman, Clifford
Tourists in Our Own Land: Cultural Literacies and the College Curriculum.
PUB DATE- Oct 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults (30 to 45); *College Curriculum; *Cultural Awareness; Cultural Context; Curriculum Development; Higher Education; Longitudinal Studies; Non Western Civilization; Postsecondary Education; Social Differences; Undergraduate Study; Western Civilization

This monograph, based on college transcripts of 10,700 students included in the National Longitudinal Study of the High School Class of 1972 (NLS-72), examines how culturally literate is the generation that is now in its thirties and what people in that generation studied that exposed them to different cultures, societies, and intellectual traditions. Findings determined that the amount of time spent on studying standard college subjects dwarfed the amount of time spent on studying all other cultural information combined. Also, exposure to cultural literacies other than that of western societies was extremely limited, and the bulk of this exposure to western traditions was confined to introductory-level courses. Additionally, the extent to which a student was exposed to cultural information was largely determined by his/her major. Recommendations are provided to students on how to approach, judge, and act upon their academic choices in light of the many requests and requirements from commissions, accreditation bodies, and faculty senates to study certain subjects. Contains 66 references. (GLR)

ED 349 853 HE 025 770

Hopper, Lisa King
Faculty Workload: Implementing a Strategy for Assessing Faculty Utilization. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

accurate completion of an informational survey administered to the targeted population prior to and after the instruction. A further measure was obtained from the completion of the nurse survey sheet by 9 of 12 professional nurses responsible for the patient instruction. Results indicated that patient learning was achieved using the generic tape followed by the nurse-patient interaction. Results also indicated increased job satisfaction for the oncology nurses providing the instruction. (Appendixes include results of the nurse survey, the patient questionnaire, and data on information retention using the tape as an adjunct to learning. (Contains 34 references.) (Author/KC)

ED 349 391 CE 061 691

Poole, Millicent E., Ed.
Education and Work.
PUB DATE- 92
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Education; Comparative Education; Developed Nations; Economic Development; *Educational Needs; *Education Work Relationship; Foreign Countries; Government Role; *Integrated Curriculum; Job Skills; Job Training; Labor Force Development; *Policy Formation; Postsecondary Education; Secondary Education; Skill Development; *Vocational Education; Womens Education; *Work Attitudes
IDENTIFIERS- *Australia

This book contains 13 papers that identify major education and work issues related to post-compulsory schooling in Australia. The following papers are included: "Changing Policy Perspectives" (Millicent E. Poole); "A Historical Essay" (Andrew Spaull); "A Philosophical Perspective" (Colin W. Evers); "School to Work: Transition and Policy" (Cath Blakers); "Skill Formation for the Workplace" (John C. Stevenson, Charles W. McKavanagh); "Socialisation to the World of Work: An Analysis of Rural Children's Work Code" (Anne Butorac); "Experiencing Work: Bridges to Adulthood" (Glen Evans, Millicent E. Poole); "Women into Trades: Rhetoric or Reality?" (Patricia Weeks); "Factors Affecting the Development of Career and Family Orientations in Girls: A Review" (Millicent E. Poole, Janice Langan-Fox, and Michelle Ciavarella); "Experiencing Hegemony: Women, Work, and Education" (Judyth Sachs); "The Work Importance Study: Australian Young People's Values in International Perspective" (Jan Lokan); "Australia's Need for an Integrated Educational, Economic, and Social Strategy: Drawing on the Swedish and East Asian Experience" (Denis Davis); and "Summary and Conclusion: Issues in Need of Policy Formation" (Millicent E. Poole). The papers include references and the book is indexed. (KC)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; *Articulation (Education); Business Education; Career Exploration; *Curriculum Design; Demonstration Programs; English Curriculum; High Schools; *Instructional Systems; Mathematics Curriculum; Science Curriculum; Social Studies; Statewide Planning; *Technical Education; Technological Advancement; *Vocational Education; Vocational Schools
IDENTIFIERS- *Massachusetts

The purpose of the Model Academic Curriculum Project was to assess and define the most effective components of the curriculum for Massachusetts vocational-technical schools that would be reflective of current academic demands and employment needs. Eight study goals were implemented: establish statewide meetings; identify/select study groups; develop academic reports--math, science, English/communication, social studies; hold group planning meetings; design a statewide assessment survey; coordinate statewide curriculum development projects/services; plan conference presentations; and develop a final report. A collaborative planning/implementation model monitored and evaluated study components. The project sought to improve school performance by aligning academic and vocational curriculum elements. Effective strategies and instructional resources were designed to make information available to teachers. Curriculum changes focused on differences in learning. Participant conference/workshops promoted student learning motivation, effective instructional programs, and academic application within a coordinated and articulation style context. (This document contains eight appendices providing: names of the project advisory committee; a participant list; project research agendas; sample academic program review instruments; information about statewide curriculum projects; the survey instrument with instructions and definitions; a graduate course syllabus; and an information sheet showing how earlier educational reform reports defined high school graduation requirements.) (NLA)

additional components on an open-entry/open-exit basis: workplace communications, problem solving, decision making, basic skills improvement, and General Educational Development. (Twelve data charts are provided. Attachments include a list of tasks identified, summary of student assessment of instruction, program evaluation interview schedule and responses, sample IDP, and external evaluation report that concludes the project exceeded goals.) (YLB)

ED 349 427 CE 061 927

Blandow, Dietrich
A Modular Conceptual Framework for Technology and Work. Invited Lecture.
PUB DATE- Feb 91
NOTE- 55p.; Invited lecture presented at the Technological Literacy VI Conference of the National Association for Science, Technology, Society (Washington, DC, February 1-3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Concept Formation; Educational Change; *Educational Development; Educational Improvement; Foreign Countries; Information Utilization; Manufacturing; Postsecondary Education; *Problem Solving; Secondary Education; *Technical Education; *Technological Advancement; *Technology
IDENTIFIERS- *Germany

An examination of the development of the technical and technological disciplines in Germany over the last 500 years shows that these disciplines have recognized key developmental stages. They have evolved from the practical-oriented approaches, through knowledge-, process-, and methodology-oriented approaches, to the strategy-oriented approach. The determining factor in the human technology relationship--particularly in the field of production--has been identified as the further development/advancement of capability, not the mere satisfaction of need. From this point, new questions arise with respect to the handling of information masses as well as the capabilities for choosing the appropriate storage and retrieval mechanisms. The development process involves seven key stages: recognition of a problematic situation (thought initiator), overcoming thought barriers, envisioning possible solutions, model development (resolution of contradictions), development of approach strategies, development of time and activity plan, execution of the plan, evaluation of the results, and recognition of the new situation/problematic situation. For the technical innovation process, each of the typical barriers between the processes' stages requires the access to and proper use of a different information mass. A recommendation for education about technology is for improvement of analytical capabilities to empower people to use the problem-solving/innovation process. (YLB)

ED 349 447 CE 061 955

Workplace Learning Curriculum Guides. Volume III: Basic Skills--Reading.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 308p.; For other volumes in this series, see CE 061 952-960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Basic Skills; *Business Communication; Curriculum Guides; Individualized Instruction; *Job Skills; Literacy Education; *Reading Skills; Speed Reading; *Technical Writing; *Writing Skills
IDENTIFIERS- *Workplace Literacy

This volume, one of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, includes curriculum materials for nine workplace literacy basic reading and writing courses. Introductory materials include a table of contents and a list of subjects covered by each of the eight guides in the series. There are five reading courses covering: (1) individualized reading instruction; (2) speed reading in the workplace; (3) reading in the workplace; (4) reading skills for the workplace (Book 1); and (5) reading skills for the workplace (Book 2) Topics of the four writing courses are as follows: (1) writing skills for the workplace; (2) business communications and report preparation; (3) writing in the workplace; and (4) introduction to technical writing. Each course includes some or all of the following information: abstract; note; overview/introduction; course description, objectives, or procedures; length of time and materials needed; weekly lesson or course plans and objectives; activities; competencies; student requirements; letter grade point level; handouts/attachments; course conduct; student evaluation; recommendations; student questionnaire; goal sheet; vocabulary tests; core vocabulary lists; resource guide or sheets; individual education plan; vocabulary review tests; learning variables; benefits; conclusions; syllabus; and acknowledgements. (NLA)

"International Perspectives on Adult Literacy Education" (Draper et al.); "Understanding Program Success" (Dunlop et al.); "Cultural Politics and Mass Media" (Dyson); "Warp of One" (Gray); "Ontario Folk School Movement and Rural AE" (Gillies); "Learning as Relating" (Ingham); "AE in Study Groups of United Farmers of Alberta" (Jaques); "Popular Movements and AE" (Kastner); "Model of Coaching/Mentoring at the Workplace" (Kuban); "Effects of Cognitive Style and Type of Classroom Environment on Academic Achievement" (Leclair); "Workplace Literacy Models" (Lewe); "Linguistic Dimension in Critical Education" (Little); "Assessing for Retraining/Education" (Lohnes, Sinn); "Women's On-the-Job Procedural Knowing" (MacKeracher et al.); "Quality of AE" (Mahaffey, Turner); "Collaborative-Cooperative Learning" (Roy-Poirier); "Process/Conferencing Writing and Computers for Adult Basic Education Students" (Scane); "Micro-Teaching" (Schur); "'New Social Movements' and Citizenship Education in Canada" (Selman); "Enlightenment, Maturity, and the Role of AE" (Selman); "Missing Discourses from AE" (Sharpe); "Governance Issues in Regulation of Private Postsecondary Education Institutions" (Slade); "Theoretical Framework for Resource Allocation in AE" (Sork); "Private Vocational Training Schools in Canada" (Sweet); "AE in an Aging Society" (Thornton et al.); and "Participatory Research" (Titterington). An addendum contains abstracts of papers delivered at the conference. (YLB) in various locations in Alaska. (The appendix contains a list of conference participants; a description of the Northwest Network of Runaway and Youth Services' program model; and texts of the laws on runaways, runaway programs, and the Missing Persons Information Clearinghouse.) (ABL)

ED 349 483 CG 024 476

Bunker, Kerry A.; Webb, Amy D.
Learning How To Learn from Experience: Impact of Stress and Coping. Report Number 154.
PUB DATE- Jul 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adjustment (to Environment); *Administrators; *Coping; Evaluation Methods; *Management Development; Models; *Stress Variables

This report begins with what is hypothesized to be the relationship between stress and learning in a managerial context, followed by a brief review of what stress research has contributed to understanding of this relationship. Next, a study of managerial stress and coping conducted in a corporate setting is reported. A model of coping and adjustment that came out of this study is presented. A working model is suggested, derived from one developed in the study, which describes how typical coping behaviors may be related to the success and failure of managers striving to learn from their experience. Finally some recommendations are offered, given the current state of knowledge, about how stress can be used to enhance learning, and how it can be made a tool for improving executive growth and performance. A five-page bibliography is included. The appendix includes a brief overview of theory and research in stress and coping; dimension definitions from the stress assessment process; women's stress study mean profiles; and men's stress study mean profiles. (ABL)

IDENTIFIERS- *Iron John A Book About Men; *Womens Way of Knowing

This article is a comparative discussion of women's and men's development through an analysis of two current influential works. The discussion focuses upon the themes found in "Women's Ways of Knowing: The Development of Self, Voice and Mind" (Belenkv, Clinchy, Goldberger & Tarule, 1986) and "Iron John: A Book about Men" (Bly, 1990). The discussion examines mentoring, utilizing power from within, connected ways of relating, and responses to authority figures. The viewpoints about men and women expressed in the two books are compared and other viewpoints are noted. A chart which compares epistemological developmental categories is presented. For women from the Belenky book these five categories are given: silence; received knowledge; subjective knowledge; procedural knowledge; and constructed knowledge. For men from the Bly book these eight categories are given: wildman; acknowledging wounds; descent; accepting the father; the garden; inner warriors; moving through the sequence; and the grief man. The article concludes that the two books are both important works in that they further understanding of men and women as well as cultivate more possible relationships between gender and human development. (ABL)

The Effectiveness of Career Guidance Approaches. Research Papers.
PUB DATE- 30 Sep 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Guidance; *Counseling Effectiveness; Counseling Services; Foreign Countries; *Group Guidance; *School Counseling; Secondary Education; *Secondary School Students
IDENTIFIERS- Singapore

The Educational Research Unit Project ITL2 Study A in Singapore was quasi-experimental research designed to measure the effectiveness of non-traditional personnel and resource material package in developmental career guidance. Comparisons were made between experimental group and control group, and group guidance and individual counseling. The total samples comprised secondary one and two pupils (N=144) from two government schools in Singapore. A new instrument "Career Self-Concept Checklist" was specially constructed and validated in a pilot study for the pre- and post-test comparisons of treatment effects. The outcomes of this study showed that the package was effective in group guidance, the total sample's (N=32) gain in mean scores was statistically significant. The gain of mean scores in both Sec 1 and Sec 2 groups was significant. As for the control groups, there were no significant differences of mean scores in both the Bowen Secondary School and Thomson Secondary School groups. The treatment effect of individual counseling (N=16) using this package was also statistically significant. The mean scores difference in the pre- and post-tests, was a gain of 4.81 points which is slightly greater than the mean scores difference of 3.32 in the group guidance samples (N=32). As for all the control samples, there were no significant differences of mean scores at all. Generally speaking, the career guidance package has received very favorable responses from its users (teachers and pupils) in the experimental samples. The treatments were successful. (Author)

set are filled with facts about each location, they are suitable for use by classroom teachers to engage student interest in elements of American history for further study. The titles of the five novellas are: "High Time in New York," "White House Mystery," "San Francisco Adventure," "Trouble in the Black Hills," and "Windy City Whirl." (RS)

ED 349 543 CS 011 033

Harris, June
Reader Response Logs as a Learning Device in Literature Classes.
PUB DATE- 2 Dec 91
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College English; Discourse Analysis; Higher Education; Introductory Courses; *Journal Writing; Literary Criticism; *Literature Appreciation; *Reader Response; Reading Research; Student Attitudes; *Student Journals

A study determined whether using reader response logs in an introductory college literature class would prove to be an effective method of helping students learn to apply the critical methodology important to increasing understanding of literature. Subjects, 33 undergraduate students enrolled in an introductory literature course, wrote response logs to short stories, drama, and poetry. Analysis was limited to the sections of the response logs dealing with short stories because of the bulk of material. The majority of the responses to the short stories could be placed in seven major categories: affective responses, summaries, queries, associative responses, reflective responses, interpretive responses, and inferential responses. Results indicated that entries tended to fall into one of three groupings: (1) entries from four students that, from beginning to end, reflected a high level of understanding and richness in the quality of writing; (2) entries which showed the greatest evidence of change from beginning to end; and (3) entries from one-third of the students that began at a low, surface level and remained at that level throughout the course. Findings suggest that some students have more success than others in making use of response logs for learning literature. Findings further suggest that some students took more advantage of instructor and student feedback to make changes in their log entries, and made more use of in-class discussion in arriving at ideas for writing. (Twenty-four references are attached.) (RS)

and the literarcy canon in particular. New populations have been accommodated by adding texts to the recognized "classics," and educators are being pressured to help speed up this evolutionary process. In U.S. society, canon formation is carried out by diverse forces, and is constantly being questioned and altered. Also, there is always a discrepancy between the official canon, the critical canon, and what is actually being taught and therefore read by students. Sustained controversy has marked attempts to foster more inclusion of minority and women writers. But a literature curriculum is not simply a matter of canon; it embodies a theory of the text and teaching. By adopting a broader view of literature and its teaching which values the cultural backgrounds of the text, the canon wars take on a different nature and can prove solvable. (Thirty-one references are attached.) (HB)

Guide for K-12 English/Language Arts Curriculum.
PUB DATE- 92
NOTE- 447p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment; Curriculum Guides; Elementary Secondary Education; *English Curriculum; *Language Arts; State Curriculum Guides
IDENTIFIERS- State Level Textbook Adoption; Trade Books

Designed as a practical reference for curriculum developers, education faculty, and veteran and student teachers, this book provides basic information on the background of language arts curriculum as well as current information on publications, standards, and special materials for the K-12 English/language arts. The first part of the book discusses curriculum development in the English/language arts; the second part offers curriculum guides and supplementary materials; and the third part provides information on textbooks, classroom materials, and other resources. Chapter titles and authors where indicated are: (1) "Trends and Issues in English/Language Arts Curriculum" (Mary Erard and Shirley T. McCoy); (2) "Curriculum Guides: Process and Design" (Jurg Jenzer); (3) "Funding Curriculum Projects"; (4) "Topics in the English/Language Arts Curriculum, Grades K-12" (Irene D. Thomas); (5) "State-Level Curriculum Guidelines: An Analysis" (Roger Farr and Beth Greene); (6) "State-Level Curriculum Guidelines: A Listing"; (7) "Curriculum Guides: A Selection" (Carl B. Smith); (8) "Curriculum Guide Reprint"; (9) "Ideas for Special Projects in Language Arts" (Carlota Cardenas de Dwyer); (10) "Children's Trade Books: A Guide to Resources" (Janice Kristo and Abigail Garthwait); (11) "Curriculum Material Producers (a list); (12) "Statewide Textbook Adoption" (a list); (13) "Index to Reviews of Educational Materials"; and (14) "Kraus Curriculum Development Library Customers" (a list). (RS)

(75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Pluralism; Culture Contact; Higher Education; Ideology; *Mass Media Effects; *Mass Media Role; Media Research; Minority Groups; *Multicultural Education; Political Influences; Student Attitudes
IDENTIFIERS- Alternative Press; Alternative Television; University of Texas Austin

American education has been soundly criticized in recent years for allegedly teaching only a western, Anglo culture and values system, to the exclusion of minority and ethnic groups. Explorations of the role of the mass media in the processes of assimilation and pluralism, especially in shaping the relationship of ethnic groups to American society, have generally been undertaken from the assimilation perspective. However, there are currently no studies examining the effects of ethnic media on both dominant and minority groups. A study explored the effects of exposure to minority cultures by examining the relationship between exposure to alternative media and support for multicultural education. Also studied was the relationship between contact with minority groups and support for multicultural education. The sample included members of four distinct strata of the student population at the University of Texas at Austin in March 1991: Anglos, Blacks, Hispanics and international students. Information was collected via phone interviews. Results demonstrated a partially positive correlation between exposure to alternative media and support for multicultural education. The relationship between contact with minority groups and support for multicultural education was seen for Anglos, but was not seen for minorities. Political ideology was determined to have the strongest correlation with support for multicultural education. (Sixteen tables containing the collected data are attached.) (HB)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Dropout Prevention; Dropout Programs; *Educational Innovation; *Educationally Disadvantaged; Elementary Secondary Education; High School Equivalency Programs; *One Teacher Schools; Pilot Projects; Poverty; *Public Housing; *Urban Areas
IDENTIFIERS- *One Room Drop In School; *Tennessee

The One-Room-Drop-In-School (ORDIS) emerged as one of Tennessee's dropout prevention program innovations. A pilot ORDIS was started in Nashville (Tennessee), in a high density housing project where concentrations of poverty and illiteracy usually exist. A five-bedroom apartment in the housing project was set up as a school. A certified teacher, with lengthy experience in both K-12 curricula and adult basic education, was hired along with an aide. Hours were set as 4:00 p.m. to 9:00 p.m., Monday through Friday. ORDIS was made available to everyone, from preschoolers to the oldest residents; to any child who wanted help with homework at any grade level; to anyone who wanted to learn to read or prepare for the General Education Development examination; to anyone who needed English as a Second Language; to those who wanted to be better parents; and to those who just wanted to reacquaint themselves with a place where learning is the principal activity. From its initial opening with 20 children logged in, ORDIS now has a variety of programs offered, including many on weekends, and children of all ages still arrive every afternoon and evening for unscheduled homework help and additional instruction. ORDIS is now an accepted, permanent part of the project environment. (MLF)

controlling. The contexts, purposes, and realms of negotiation are described; in conclusion, acts of negotiation may enhance both individual responsibility and group solidarity. (Includes 44 references.) (LMI)

ED 349 645   EA 024 218

Safety of School Playground Equipment. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 26.
PUB DATE- 92
NOTE- 175p.; The last page of Appendix M is illegible and pages of several appendices may not reproduce well in paper copy. Appendix R was omitted from the document submitted to ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities Improvement; Educational Facilities Planning; Elementary Education; Equipment Maintenance; Equipment Standards; *Facility Guidelines; Physical Education Facilities; *Playgrounds; Recreational Facilities; School Accidents; *School Safety; *State Standards
IDENTIFIERS- *Virginia

Findings of a Virginia study to determine if a need exists for statewide standards to ensure the safety of school playgrounds are presented in this document. Data were derived from a literature review, document analysis, and two statewide surveys: one to all school division superintendents (75); and one to the principals of 54 elementary schools. Input was also elicited from consultants, professional and parent organizations, manufacturers, and physical education directors from other states. Information is provided about the types of playground equipment in use in Virginia elementary schools, the degree and types of playground injuries, playground safety initiatives in other states and organizations, primary manufacturers of playground equipment, federal standards, school division recommendations for statewide standards, and the implications of day-care licensing requirements for public school facilities. Recommendations are made to distribute information packets to all elementary schools, establish state guidelines, create separate play areas with appropriate equipment for various age groups, develop standard reporting forms and procedures, and provide financial assistance to school divisions. Appendices, the bulk of the document, include state legislation and requests for proposals, correspondence, the surveys and their findings, an ERIC literature search, a list of committee members, a safety checklist, and the U.S. Consumer Product Safety Commission's "Handbooks of Public Safety." (LMI)

PUB DATE- 92
NOTE- 35p.; Number 5 in a series of CTC Trust publications.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Enrichment; Elementary Secondary Education; *Extended School Day; *Extended School Year; Flexible Scheduling; Foreign Countries; *School Organization; *School Schedules; *Year Round Schools
IDENTIFIERS- *Great Britain

To satisfy the requirements of the British national curriculum and to provide greater emphasis on the teaching of mathematics, science, and technology, city technical colleges (CTCs) have adopted a longer working week and, in several cases, a longer school year. This document examines outcomes of the longer school day and the five-term year, 4 years after implementation. Data were derived from an informal survey of principals, teachers, and students in participating CTCs. Following the summary, the introduction compares class hours per week and the number of school days per year among the EEC countries. Findings indicate that the new schedules have resulted in enriched curricula, increased teacher workload, holiday scheduling conflicts, and high attendance rates. Students reported that they liked the five-term year and extended school day because the curriculum was exciting; however, teacher reactions were mixed. One figure and two tables are included. Appendices contain information on the length of school days in the CTCs, the four-term school year, curriculum modules, past attempts to change the school day, enrichment activities at two CTCs, and student electives. (LMI)

ED 349 667 EA 024 270

Alaska 2000 Recommendations.
PUB DATE- 15 Jul 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Excellence in Education; Guidelines; *State Boards of Education; *State Standards; Statewide Planning
IDENTIFIERS- *Alaska

Recommendations made by the Alaska State Board of Education for achieving Alaska 2000 goals are presented in this document. Standards are outlined for the following areas: assessment; school choice; finance; laws and regulations; facilities planning, maintenance, and construction; the use of technology; teachers and staff; and new programs. Recommendations for preschool services are not included because they are currently provided by other agencies. (LMI)

Grades; Interviews; Junior High Schools; Leadership; Middle Schools; Parent Participation; Public Schools; Qualitative Research; *School Effectiveness; Self Esteem; Small Schools; Social Services; Student Evaluation; *Success; Teacher Participation

IDENTIFIERS- *Oregon

In this theme issue of The "OSSC Bulletin" educators speak out about what they think their schools are doing right. The project goal was to select schools with varied socioeconomic backgrounds from different parts of the state, as well as to include at least one rural school and one innercity school. The two elementary schools, two middle schools, and four high schools selected have a reputation for doing a number of things right. In most cases, telephone interviews were conducted with one administrator and one teacher from each school. The schools are organized into three categories: (1) schools that appear to be consistently "good"; (2) "turnaround" schools; and (3) schools that have experienced a change in circumstances. In addition to a profile on each school, chapters are organized into categories based on administrators' and teachers' responses. A sidebar is provided for each school, giving an overview of socioeconomic background, location, unique characteristics, and other information. The conclusion briefly describes the successful elements that these schools have in common including leadership, parent involvement, and social services. Appended are the names and school affiliation of the 22 persons interviewed. (MLF)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Evaluation Methods; Informal Assessment; *Student Evaluation; Teacher Administrator Relationship; Teacher Supervision; *Test Construction; *Testing

Guidelines for the supervisor's role in improving teachers' assessments of their students are offered in this paper. Suggestions for improving formal assessment are provided first, with attention to the various types of formal tests, general test design, and grading procedures. Ways to informally monitor students' learning processes are briefly described next. Suggestions for the administrator's role in supervising teachers' student evaluation processes are offered in the final section. (Contains 24 references.) (LMI)

ED 349 709 EA 024 329

Rieck, William A.; Knight, Diane
Mainstreaming: Lessons for Administrators.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Mainstreaming; *Special Needs Students; *Staff Development; Student Placement; *Teacher Attitudes; Teacher Supervision

Problems encountered in mainstreaming are described in this paper, with a focus on ways to avert them. Mainstreaming refers to the placement of selected special needs students in the regular classroom. Negative teacher attitudes toward mainstreaming present a major obstacle. Because teachers have a significant effect on program effectiveness, the administrator must take the responsibility to change teacher attitudes. Recommendations are made to provide teacher support services, balanced workloads, and staff development programs to increase understanding of special needs students. (Contains 12 references.) (LMI) of schooling: school type and/or school socioeconomic status, quality of academic instruction, reports of disciplinary problems, percentage of students in academic programs, average number of hours spent on homework, parent interest, and participation in vocational education. Appendices define study variables and provide statistical data. (Contains 13 references.) (JDD)

ED 349 730 EC 301 475

Fisher, Adrian T.; Harnisch, Delwyn L.
Career Expectations and Aspirations of Youth with and without Disabilities.
PUB DATE- 92
NOTE- 36p.; In: Harnisch, Delwyn L., And Others. Selected Readings in Transition; see EC 301 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Disabilities; *Expectation; High School Graduates; High Schools; Longitudinal Studies; *Occupational Aspiration; *Outcomes of Education; Student Placement; *Track System (Education); Young Adults; Youth

This paper examines the reasons behind the widespread exclusion of students and graduates with disabilities from higher status (and higher paying) occupations. Models that facilitate identifying and understanding the career expectations and aspirations of high school students and recent graduates with and without disabilities are analyzed. Data were analyzed for 14,830 subjects, members of the 1980 sophomore cohort on whom valid data were available for the base year, first follow-up, and second follow-up of the "High School and Beyond" national longitudinal study. Two major outcome variables were considered. The first set of outcome measures concerned the perceptions of the subjects, who were asked to report what they thought their fathers, mothers, counselors, teachers, and peers felt they should do after high school. The second set of outcomes measured the subjects' career aspirations at age 30. The results illustrate that young people with disabilities have much lower estimates of their chances of obtaining jobs that can lead to higher pay, better conditions, and higher status in the community than do their nondisabled peers. Disabling status made a significant difference in the educational streaming of the students, in the reported career aspirations, and in the perceived expectations of significant others. Students with disabilities reported lower expectations than the nondisabled and seemingly were being supported in their lowered aspirations by parents, teachers, counselors, and friends. (Contains 25 references.) (JDD) flexible rules and regulations within a set of clearly articulated guidelines. Two possible inhibiting factors to the application of flexible identification policies are identified, and recommendations are offered to states wishing to encourage the identification of and services for gifted students from special populations. The report concludes that substantial resources and support must be made available to educators at the local level to help them move written policies into active educational strategies. Appendixes present a questionnaire and topic questions used in gathering data from individuals and focus groups. (JDD)

ED 349 749 EC 301 495

Choice for All: Proceedings of the International Conference of the Association for the Advancement of Rehabilitation Technology = Choix pour tous: Conference internationale pour le developpement de la technologie en readaptation (3rd, Montreal, Quebec, Canada, June 25-30, 1988). ICAART Volume III.
PUB DATE- Jun 88
NOTE- 669p.; Introductory pages and preface are presented in both English and French.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aging (Individuals); *Assistive Devices (for Disabled); Communication Aids (for Disabled); Computer Oriented Programs; Delivery Systems; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Mobility Aids; *Physical Disabilities; *Rehabilitation; Sensory Aids; *Technological Advancement
IDENTIFIERS- Augmentative Alternative Communication

These proceedings were composed of 290 papers, submitted by 700 authors from 15 countries, in the field of rehabilitation engineering and technology. Of the 290 papers, 13 are written in French. Papers are generally two to four pages in length, and are organized within the following areas of rehabilitation technology: service delivery practice (15 papers), personal transportation (3 papers), augmentative and alternative communication (20 papers), prosthetics and orthotics (14 papers), quantitative assessment (30 papers), public policy (4 papers), technology transfer (8 papers), sensory aids (18 papers), wheeled mobility and seating (38 papers), electrical stimulation (23 papers), computer applications (33 papers), rural rehabilitation (5 papers), robotics (11 papers), biomechanics (9 papers), information networking (12 papers), and gerontology (4 papers). Additional papers are presented in the theme areas of education (7 papers), daily living (7 papers), recreation (3 papers), work (9 papers), aging (15 papers), and ethics (2 papers). (JDD) have been initiated. It was concluded by school program coordinators and the Borough articulation coordinators that the program has already had an important positive impact on students. Recommendations include planning of more boroughwide meetings for coordinators, improvement of within-school articulation activities, evaluation of the newly developed collaborative articulation conference, and reevaluation of the workload of school program coordinators. This document presents an executive summary of the program; an introduction presenting program background, objectives, and methodology; a discussion of the program concept; a report of specific program evaluation findings; and recommendations. (DB)

ED 349 768 EC 301 514

Quality Improvement Program Plan for Special Educators (QUIPP), 1990-91. OREA Report.
PUB DATE- May 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Quality; Elementary Education; *Inservice Teacher Education; Junior High Schools; Middle Schools; Paraprofessional School Personnel; *Participant Satisfaction; Participative Decision Making; *Professional Development; Program Development; Program Implementation; School Districts; Staff Development; Surveys; Teacher Participation; Urban Education
IDENTIFIERS- *New York City Board of Education; *QUIPP NY

This evaluation report describes the Quality Improvement Program Plan for Special Educators (QUIPP) which provides supplemental professional development opportunities for New York City special education professionals and paraprofessionals at the elementary, middle, and intermediate/junior high school levels. The program stresses design of the professional development program by program participants. Evaluation findings are reported for the following areas: program planning and implementation; eligible participant survey feedback; and actual participant survey/feedback. Recomendations include: (1) increase networking with other districts; (2) provide more information about the QUIPP program to eligible participants; (3) provide a greater variety of schedule choices; and (4) provide funds for a QUIPP administrator at the district level. (DB)

PUB DATE- 91
NOTE- 123p.; For selected papers, see FL 020 273-276.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Applied Linguistics; Audio Equipment; *Audiovisual Aids; Computer Assisted Instruction; *Educational Technology; Foreign Countries; *Language Laboratories; *Multimedia Instruction; Programed Instruction; *Second Language Learning
IDENTIFIERS- *Ireland

A seminar sponsored by the Irish Association for Applied Linguistics on the role of media and media technologies in second and foreign language learning is reported. The organization of this report reflects the program of the seminar. Four plenary papers established some broad applied linguistic perspectives and presented an overview of recent applications of audio, video, and computers. The papers and authors are as follows: "Media, Media Technologies, and Language Learning: Some Applied Linguistic Perspectives" (David Little); "Using Audio and the Language Laboratory" (Christine Helot); "Issues in the Use of Video Technology in the Language Classroom" (Mary Ruane); and "Computers in Language Teaching" (Geraldine Kennedy). A "fairground" portion of the seminar included the following brief commentaries: "Answers to wh-Questions about 'Authentik'" (Sean Devitt); "'Dushlan'--Maire Trease Ni Dhonnchadha Agus" (Eamonn O Donaill); "'Cogar'--Language, Experience, and Culture" (Liz McSkeane); "'Camino a Castilla'--a Multi-media Communicative Course in Spanish for Advanced Students" (Miranda Stewart); "'Kaleidoscope'--A French-Language Video Kit" (Tony Weymes); "'Daoine ag Caint'--Irish Language Videos" (Helen O Murchu); "'Cluichi Teana sa Seomra Ranga'--Language Games in the Classroom" (Noirin Ni Nuadhain); "Parlez-Vous Banque?" (Francoise Blin and Seamus Kennedy); "Some Reflections on an Experiment in Computer-Assisted Language Learning" (Carlos Lobo); and "Interactive Video with the Autotutor" (Helene Conway-Mouret). A concluding round-table session discussed issues raised by the seminar. (LB)

Denise McKeon, Joy Kreeft Peyton; "A Superintendent's Evaluation of Teacher Education Reforms" (Peter J. Negroni); "Designing an IHE Teacher Training Program for Specific LEP Student Instructional Needs" (John E. Steffens) Discussants: Virginia Collier, Rosita G. Galang; and "Educational Research and Teacher Training for Successfully Teaching LEP Students" (Carl A. Grant) Discussants: Margarita Calderon, Li-Rong Lilly Cheng. (VWL)

ED 349 812 FL 020 631

Walters, Joseph
Application in Multiple Intelligences: Research in Alternative Assessment.
PUB DATE- Aug 92
NOTE- 30p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991); see FL 020 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; *Intelligence; Learning Theories; *Multicultural Education; Portfolios (Background Materials); *Student Evaluation
IDENTIFIERS- Performance Assessment; Portfolio Approach

This paper introduces a theoretical treatment of the concept of intelligence that provides for intellectual diversity and contrasts this view with the more traditional notion of intelligence. Next, the paper draws from this theory several implications for education, paying particular attention to the question of assessment. It is shown why this view of intelligence forces the rethinking of some of the fundamental assumptions held about the assessment of learning. To conclude, a consideration of several specific implications for bilingual and multicultural learning are drawn from a discussion of multiple intelligences. Responses to the paper by Vera John-Steiner and Sue Teele are appended. (VWL)

ED 349 834 FL 020 655

Foreign Language: A Maryland Curricular Framework.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classical Languages; *Curriculum Design; Curriculum Development; *Curriculum Evaluation; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Introductory Courses; Modern Languages; Second Language Learning; *Second Language Programs; State Curriculum Guides; *State Standards; Statewide Planning
IDENTIFIERS- *Maryland

The curricular framework for Maryland's elementary and secondary school second language programs is designed to assist administrators and teachers in planning, developing, and implementing language curricula. It provides a broad outline from which local systems can plan comprehensive curricula, develop a local philosophy, define local goals and subgoals, develop a local scope and sequence, evaluate attainment of goals, and identify content and instructional strategies. The first section outlines the guiding philosophy of foreign language education in relation to society, the student, and the overall curriculum. The second section contains two broad goal statements for three types of language curriculum (modern foreign language, classical languages, and exploratory language) and a set of subgoals and behavioral expectations for each curriculum type. The third section describes the development and use of goals, subgoals, and expectancies in preparation of scope and sequence statements and instructional units and in evaluation of curricula. Examples are offered. Membership lists for the state foreign language framework task force, teacher subcommittees, and liaison committee are appended. (MSE)

(150)
DESCRIPTORS- Data Analysis; *Database Design; Databases; *Data Collection; Data Interpretation; Evaluation Methods; *Faculty Workload; Full Time Faculty; Higher Education; Noninstructional Responsibility; *Productivity; Staff Utilization; Teacher Responsibility; Working Hours
IDENTIFIERS- *AIR Forum; Northern Arizona University

This conference paper presents a description of how faculty workloads are assessed for fiscal and other purposes at Northern Arizona University (NAU). Following a discussion of workload issues, the paper examines: (1) definition of workload; (2) methodology for data collection; (3) development of a faculty full-time equivalency database and two linking databases on faculty demographics and course offerings; (4) usefulness of the workload data for assessing instructional productivity, instructional activity, noninstructional activity, and other areas in which the data can be used; (5) challenges and pitfalls; and (6) alternative methods such as self-reported surveys, time-based analysis and expectation/accomplishment documents. A conclusion lists elements that are important to consider in developing a system similar to the NAU system. (JB)

ED 349 854 HE 025 771

van Terwisga, Henk B.; van Rosmalen, Karel M. A.
Towards a Technology Policy: Implications for Education and Retraining. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 13p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; Educational Policy; Foreign Countries; Government Role; Government School Relationship; Higher Education; Models; Policy Formation; *Public Policy; *Research and Development; *Role of Education; *School Business Relationship; *Technology; Theory Practice Relationship
IDENTIFIERS- *AIR Forum; Interactive Model; *Netherlands

This paper investigates technology policy for national governments, particularly the importance of education and training and the role of institutions of higher education as components of such policies for the diffusion and absorption of knowledge, as part of an overall strategy for improving the competitive edge of a nation's enterprises. The paper concentrates on key factors for success in building up strategic alliances between institutions and industry. An examination of the relation between technology policy and the innovation process looks at a linear model and an interactive model and elaborates on the changing approach towards these different models. The paper discusses the three phases of the model used in the Netherlands, which begins with a pre-competitive phase involving conceptualization of the business concept, then testing of the business concept, and finally commercial development of the product. A section on education and training in the Netherlands also looks at linear and interactive models for technology diffusion and describes the interactive Dutch approach. A list of seven success factors is offered. Eight references are included (JB)

ED 349 855 HE 025 772

McLaughlin, Gerald W.; Snyder, Julie K.
Plan-Do-Check-Act and the Management of Institutional Research. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Administration; Higher Education; *Institutional Research; Management Systems; Planning; Program Evaluation; Program Implementation; *Quality Control; Universities
IDENTIFIERS- *AIR Forum; *Total Quality Management; *Virginia Polytechnic Inst and State Univ

This paper describes the application of a Total Quality

ED 349 873 HE 025 790

Zeglen, Marie E.; Schmidt, Edward J.
Academic and Librarian Faculty: Birds of a Different Feather in Compensation Policy? AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Academic Rank (Professional); Collective Bargaining; *College Faculty; College Libraries; Comparative Analysis; *Compensation (Remuneration); *Employment Level; Higher Education; Institutional Research; *Librarians; Personnel Policy; Research Libraries; Salaries; *Salary Wage Differentials; Sex Differences; State Colleges; State Universities; Tenure
IDENTIFIERS- *AIR Forum

A study was done of salary determinants for academic librarians in light of the increasing trend to include academic and librarian faculty in joint bargaining units for compensation. The study analyzed position, gender, faculty status, rank, tenure, experience, and academic preparation as salary determinants for 469 librarians at 25 state colleges and univerisities. The main findings of the study were that higher librarian salaries were associated with completion of an advanced degree, attainment of an administrative position, and longer years of service. For librarians employed at university institutions, faculty status and rank were of more influence on salaries than for those working at the state colleges. Faculty librarians earned significantly less than academic faculty at the same rank. These findings prompted recommendations for benchmarking librarian salaries, and for treating most librarians as members of a single discipline. Included are 1 figure, 4 tables, and 21 references. (JB)

ED 349 874 HE 025 791

Fogel, Jacqueline L.; Yaffe, Joanne
Ethnic Minority and Caucasian Student Experiences at the University of Utah and Recommendations for Institutional Response. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; American Indians; Asian Americans; Black Students; College Students; Dropout Research; Dropouts; Educational Environment; Higher Education; High Risk Students; Hispanic Americans; *Minority Groups; Potential Dropouts; *Racial Discrimination; Student Attitudes; Student Attrition; *Student Experience; *Student Personnel Services; Telephone Surveys; Whites; *Withdrawal (Education)
IDENTIFIERS- African Americans; *AIR Forum; *University of Utah

A study was conducted at the University of Utah in Salt Lake City

ED 349 891 HE 025 810

Schnell, Jim
Comparing the Role of the Teacher in Small Liberal Arts Colleges and Large Public Universities.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Educational Environment; *Faculty College Relationship; Higher Education; Institutional Mission; Private Colleges; Quality of Working Life; *School Size; Small Colleges; State Universities; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Ohio Dominican College; *University of Cincinnati OH

A higher education faculty member compares the role of the teacher in small liberal arts colleges and large public universities through analysis of his experiences at both types of institution. The paper specifically focuses on how institutional size and mission affects the role of the teacher. Discussion of the differences between the large research university and small liberal arts college environments considers effects of institution size, institutional focus and ownership. The institutions compared were the University of Cincinnati (Ohio) with 36,000 students and Ohio Dominican College (ODC) with 1,200 students. At the smaller school departmental discussion and decision making was easier, the college community was more cohesive, ethical concerns received more attention, and administration was more accessible. The smaller institution also encouraged a greater general awareness of the institution's mission statement and an application of that mission to curricular continuity. A greater sense of institutional ownership by faculty was also found at the smaller school, with teachers in the large university more likely to feel like academic sub-contractors versus the small college teachers' sense of being all-around role models and essential parts of the institution. (JB)

ED 349 892 HE 025 811

Cole, Karen
Doctoral Students in Education and Factors Related to the Literature Review Process.
PUB DATE- Jan 92
NOTE- 122p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Bibliographic Databases; Bibliographic Utilities; Bibliographies; *Graduate Students; Graduate Study; Graduate Surveys; Higher Education; Indexes; *Literature Reviews; Online Systems; Research Methodology; Sex Differences; Student Attitudes; Telephone Surveys; *Users (Information); User Satisfaction (Information)

As part of graduate work for a specialist in education degree, this study examined the literature review process of doctoral students in education at the University of Kansas (UK) and Kansas State University (KSU) examining several student variables. In particular the study sought to clarify the response of students to the variety of bibliographic tools now available to the researcher. The independent variables were gender, program of study, university attended, masters thesis

ED 349 912 HE 025 836

Kuechle, David
When Collective Bargaining Fails: The Boston University, Temple University, University of Bridgeport, and Yeshiva University Cases.
PUB DATE- 13 Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (20th, New York, NY, April 13-14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arbitration; *Collective Bargaining; Colleges; Comparative Analysis; *Employer Employee Relationship; Financial Exigency; Higher Education; Labor Legislation; *Labor Problems; *Labor Relations; *Negotiation Impasses; Teacher Strikes; *Universities
IDENTIFIERS- Boston University MA; Temple University PA; University of Bridgeport CT; Yeshiva University NY

This paper highlights some of the similarities and differences in the labor-management experiences of Boston University (Massachusetts), Temple University (Pennsylvania), the University of Bridgeport (Connecticut), and Yeshiva University (New York) to determine which may represent failures and which do not. In comparing the Yeshiva and Boston University cases, it is argued that collective bargaining did not fail. Rather these cases point to the need for changes in the National Labor Relations Act as it applies to union organizing drives and unit determinations. It is suggested, however, that the Temple University case did represent a failure of collective bargaining when one side clearly misused the bargaining process by knowingly hurting bystanders who were not part of the negotiations in order to achieve its ends. Finally, it is argued that the University of Bridgeport case, more than any of the others, represents a tragic failure of collective bargaining by using devices to cut costs in the face of a severe financial crisis which effectively blocked members of the faculty association from providing meaningful input to help cope with the particular crisis. The paper concludes with the observation that today's labor laws discourage mature dialogue between management and labor and foster destructive adversarial relationships. (Contains 12 references.) (GLR)

ED 349 913 HE 025 837

McLachlan, Jeffrey; Wood, Vivienne
A Scottish Approach to the Challenge of Educational Change.
PUB DATE- May 92
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Curriculum Development; Educational Change; Educational Demand; *Educational Quality; *Financial Support; Foreign Countries; Higher Education;

ED 349 931 HE 025 861

Mabry, Corinne H.; Hardin, Carlette J.
From Recruitment to Matriculation: Meeting the Needs of Adult Students.
PUB DATE- 92
NOTE- 17p.; An initial version of this paper was presented at the meeting of the American College Personnel Association (March 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; College Students; Higher Education; Information Dissemination; Institutional Administration; *Institutional Environment; *Nontraditional Students; Psychological Characteristics; Psychological Needs; Reentry Students; *School Holding Power; Social Influences; Student Needs; Undergraduate Students

This paper describes and discusses the informational, procedural, situational, and psychological barriers that hinder the academic progress of adult students and the methods by which institutions of higher education can remove these barriers. Following a review of the increase of adult students on campuses and their goals, attitudes, and demographics, a section on informational barriers notes the frequency with which students may encounter these barriers throughout the college experience and suggests that institutions can be more targeted and aggressive in the ways they get information out to these students. A section on procedural barriers describes these types of obstacles as those created by the institutional structure and thus designed to meet the needs of the traditional student. This section discusses admissions, course scheduling, registration, and faculty relations. Next, situational barriers are described as life circumstance barriers unique to each student such as financial needs, housing problems, and lack of family support. Discussed here also are day care needs, living space, financial support, and social isolation. A final section on psychological barriers concerns issues from low self-esteem to identity crises as they relate to the older student in particular. Also described are ways that colleges can respond. Included are 14 references. (JB)

ED 349 932 HE 025 862

Korn, Jessica
The Feminist Challenge to Pedagogy in Higher Education.
PUB DATE- Dec 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Design; Departments; Economic Factors; Females; *Feminism; *Higher Education; *Instruction; Males; Sex Differences; Social Change; Social History; Teaching Methods; Womens Studies
IDENTIFIERS- Feminist Criticism; *Feminist Pedagogy; *Feminist Scholarship

This essay makes an argument for bringing a feminist perspective to pedagogy in higher education. The paper opens by reviewing the history of gender roles, relations, and perceptions in society before the industrial revolution. Subsequent sections describe women's participation in academia and develop a

ED 349 951 IR 015 687

Baron, Lois J.; And Others
Cooperative Training in a Microcomputer Setting.
SPONS. AGENCY- Concordia Univ., Montreal (Quebec).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Aptitude Treatment Interaction; *Computer Assisted Instruction; *Computer Software; *Cooperative Learning; Foreign Countries; Grade 5; Grade 6; Heterogeneous Grouping; Homogeneous Grouping; *Instructional Effectiveness; Intermediate Grades; *Intermode Differences; Microcomputers; Pretests Posttests

The purpose of this study was to examine the effects of both ability grouping and cooperative training on microcomputer learning at the upper elementary level using both drill and practice and tutorial software programs. A total of 263 grade 5 and 6 students participated in the study. Half of the group was trained on cooperative interpersonal skills prior to the treatment. Quads of either heterogeneously mixed subjects (high ability, high medium ability, low medium ability, low ability) or homogeneously mixed subjects worked on both software programs in a microcomputer laboratory. Posttest measures generally did not reveal ability grouping effects, nor were there differential results across the software types. Significant differences in the pretest measures across the training condition did not allow for direct comparisons, and separate analyses of the training conditions did not lead to differential trends across the two groups. These results have practical implications for those concerned with classroom ability grouping. (Author/ALF)

ED 349 952 IR 015 688

Shlechter, Theodore M.; And Others
Developing Automated Feedback Materials for a Training Simulator: An Interaction between Users and Researchers.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Computer Assisted Instruction; *Computer Simulation; *Feedback; Instructional Development; *Instructional Innovation; Military Training; Postsecondary Education; Program Implementation; *Research and Development; Teamwork; Technical Education
IDENTIFIERS- Army; *Automated Feedback; SIMulation NETworking

This paper focuses upon the research and development (R&D) process associated with developing automated feedback materials for the SIMulation NETworking (SIMNET) training system. This R&D process involved a partnership among instructional

ED 349 970 IR 054 123

Scott, R. Neil
Library User Survey, Summary Report FY 1990-FY 1992: Russell Library, Georgia College.
PUB DATE- 2 Jun 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Higher Education; Librarian Attitudes; Library Collection Development; *Library Services; Library Surveys; Longitudinal Studies; Questionnaires; *Student Attitudes; Tables (Data); *Users (Information); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Georgia College

This report summarizes data from surveys of users at the Georgia College library from 1989 to 1992. Results in the following areas are presented for each fiscal year (i.e., 1990, 1991, and 1992): (1) affiliation with the college and academic major; (2) status (i.e., faculty, staff, student class); (3) whether the library visit was in support of one particular class; (4) purposes in using the library; (5) the friendliness and efficiency of library service, including checking out and returning materials, using reserve materials, paying overdue fines, using microfilm readers and photocopiers, locating books and periodical articles, using the library catalog, participating in library tours or instruction programs, using interlibrary loan, using government documents, and using special collections; (6) whether the collection met user needs; (7) the ease of using the library catalog and periodicals list, as well as the ease of locating materials; (8) the adequacy of library hours; and (9) overall opinions of the library service, collection, and facilities. Qualitative comments regarding library staff, collection development, the study environment, the library catalog and CD-ROM systems, photocopy machines, hours, availability of computers and other equipment, and circulation procedures are listed. A copy of the questionnaire is included. (MES)

ED 349 971 IR 054 125

Rothlisberg, Allen P.
Meeting the Competitive Challenge: Encouraging the Use of Community College Library Facilities in Rural, Isolated, Northeastern Arizona.
PUB DATE- 10 Jun 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; College Libraries; *Community Colleges; Decentralization; *Incentives; Learning Resources Centers; *Library Instruction; *Library Services; Rural Areas; *School Community Relationship; *Student Motivation; Student Research; Two Year Colleges
IDENTIFIERS- *Northland Pioneer College AZ

This paper describes the approaches taken to improve library service at Northland Pioneer College, a decentralized community college in rural Arizona with learning resource centers at 10

ED 349 990 IR 054 171

Vavrek, Bernard, Ed.; Whitney, Loralyn, Ed.
The 21st Century: Proceedings of the Wilson Symposium on the Future of Public Libraries (Omaha, Nebraska, September 26-29, 1990).
PUB DATE- 92
NOTE- 188p.; This conference was jointly sponsored by the Wilson Foundation and the Nebraska Library Commission.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Agents; *Change Strategies; Cooperative Programs; Distance Education; Futures (of Society); Information Networks; *Information Technology; Library Automation; Library Personnel; *Library Role; Literacy; *Public Libraries; Resource Allocation; *Rural Areas; State Libraries; *User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Small Libraries; Vendors

The 11 papers in this collection were presented at a symposium that was jointly sponsored by the Wilson Foundation and the Nebraska Library Commission. The papers are: (1) "The Small Library in an Era of Multiple Transformations" (Michael Marien); (2) "Community Needs and the Rural Public Library" (Don A. Dillman); (3) "Looking at Rural Libraries Through Rose-Colored Glasses" (John Houlahan); (4) "Planning for Community Change and the Librarian's Role" (Daryl K. Heasley); (5) "Library Technology Through a Wide-Angle Lens" (Karl Beiser); (6) "Cooperating To Meet Specialist Needs: A Rainbow of Public Library Services Encompassing Everyone in the Twenty-First Century" (Jim Kirks); (7) "Dynamics of Future Cooperation" (Jan Ison); (8) "Distance Education, Rural Libraries, and Personnel Development" (Dan Barron); (9) "Future Staffing Requirement: Some Considerations" (Nancy J. Busch); (10) "What Needs To Change" (Sue Parker); and (11) "Lots of Services" (Mary Jo Godwin). (KRN)

ED 349 991 IR 054 172

Steel, Virginia, Comp.
Access Services: Organization and Management. SPEC Kit #179.
PUB DATE- Dec 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrative Organization; Foreign Countries; Higher Education; Interlibrary Loans; Library Administration; *Library Circulation; Library Personnel; Library Surveys; *Mission Statements; Models; *Occupational Information; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Canada; United States

This Systems and Exchange Center (SPEC) kit begins with a summary by Virginia Steel of the findings of a survey of Association of Research Libraries (ARL) member libraries that was conducted in 1991 to determine the prevalence of the organizational model of access services--i.e., a department or division responsible for the services and operations that allow physical access to library collections--among academic and research libraries, and

ED 350 009 IR 054 193

Bunda, Mary Anne
Assessment Information and the Library: The Case of a Multi-Site, Multi-Client Service.
PUB DATE- 28 Jul 92
NOTE- 15p.; Paper presented at the International Conference on Assessing Quality in Higher Education (4th, Enschede, The Netherlands, July 28-30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Computer Networks; *Evaluation Methods; *Evaluation Problems; Higher Education; Interviews; Library Instruction; *Library Services; Observation; Questionnaires; Research Libraries; Sampling; Use Studies
IDENTIFIERS- Focus Group Assessment

Most institutions of higher education have a mission that specifically addresses three areas: instruction, research, and service. The repertoire of activities and the complexity of the goals of the University Library mirror the goals of the institution, the academic units, and the faculty. The clients of the library are the students, the faculty, and the community at large in all three goal areas of the University; hence assessment of the library must take into account not only the three outcome areas, but the three client groups as well. More than a service unit for the institution's instructional activities, the library itself offers instruction in information retrieval and, as a research facility, interacts with the research strategies of all disciplines. Besides students and faculty, the library increasingly serves the wider community outside the institution, especially through electronic networks that extend nationally and internationally. The library's ability to access information through electronic networks also renders simple circulation figures or the number of holdings inaccurate as an evaluation measure. The methodology used to assess the library must take these realities into account. The best evaluations will be comprehensive, taking care to sample all client groups. A variety of techniques should be used, including print questionnaires specifically designed for the library being evaluated; individual interviews that take into account the complexity of library services and can elicit satisfactory information; focus groups; observation of library use; document analysis, and transactional analysis. A comprehensive assessment would call for a combination of all these methods, if comprehensive is defined as addressing the service of all client groups in all service areas. A more reasonable approach would be to design focus questions that state the most important concerns of the library and build methodological packages that address those concerns in a frugal manner. (Contains 19 references.) (KRN)

ED 350 010 IR 054 194

Lillibridge, Fred
Do Leading Research Universities with High Reputational Ranks Have Better Library Resources?
PUB DATE- 91
NOTE- 16p.; Paper presented at the Annual Conference of the

ED 350 026 JC 920 475

Cohen, Arthur M.
Tracking the Transfers: State Policy and Practice.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Oct 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Data Collection; Definitions; Educational Policy; Higher Education; National Surveys; *Research Problems; State Standards; State Universities; Student Costs; *Transfer Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Transfer Rates (College)

In an effort to standardize the definition of the two-year college student transfer rate and to collect national transfer data, the Center for the Study of Community Colleges (CSCC) has solicited data annually since 1989 from a sample of 240 public and private two-year colleges nationwide. The CSCC has standardized the definition of "transfer rate" as meaning all students entering a two-year college in a given year who have no prior college experience and who complete at least 12 college credit units within 4 years divided by the number of that group who take one or more classes at a university within 4 years. In 1991, data on the 1986 entering two-year college student cohorts were provided by 40 colleges in California, 39 colleges in Illinois, and 29 colleges in Texas. For these states, the percentage of students earning at least 12 credits within 4 years was 44.3%, 47.1%, and 56.2%, respectively, while the calculated transfer rates were 20.8%, 21.5%, and 28.2%, respectively. The differences in transfer activity among the three states may be linked to the following factors: (1) California's community college tuition is lower than it is in both Texas and Illinois, making the move to a four-year institution a major cost increase for California students; (2) both Texas and Illinois have upper-division institutions that are designed to take community college transfers at the junior level; and (3) the University of California requires two-year college students to complete 56 units before transferring, and the California State University requires 30 community college units, while public universities in Illinois and Texas allow students to transfer at any time. Nine recommendations for increasing transfer rates are included. (PAA)

ED 350 027 JC 920 476

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community Colleges. Volume X, 1992.
PUB DATE- Sep 92
NOTE- 39p.; For prior annual issues, see ED 311 967, ED 304 185, and ED 286 544.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Uses in Education; Critical Thinking; *Educational Technology; Humanities; *Instructional Materials; Learning Theories;

ED 350 043 JC 920 496

Pokrass, Richard J.; And Others
Enhancing Student Success through the Use of Interactive Videodisc Technology.
PUB DATE- 23 Oct 92
NOTE- 13p.; Paper presented at the Annual Computer Conference of the League for Innovation in the Community College (Orlando, FL, October 21-24, 1992). Cover title: Interactive Videodisc Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Simulation; *Computer Uses in Education; Courseware; *Educational Technology; Instructional Innovation; *Interactive Video; *Learner Controlled Instruction; Menu Driven Software; Microcomputers; *Nursing Education; Optical Data Disks; Program Descriptions; Program Implementation; Teaching Methods; Two Year Colleges; Videodisks
IDENTIFIERS- *Burlington County College NJ; Interactive Videodisk

Burlington County College in New Jersey has integrated Interactive Videodisc Technology (IVT) into several of its programs, beginning with the college's nursing program. IVT, at its highest level, is a merging of a laser disc player, a personal computer, computer software, and a qualified instructor, designed to bring to students a new dimension of learning by augmenting, not replacing, classroom learning. The college's primary interactive video system is the SONY VIEW 5000, which resembles a typical personal computer, but includes a built-in laser disc player, a 100-megabyte hard disk drive, and a high resolution color touch screen monitor. Because it allows for simulations of patient care, IVT is especially appropriate to nursing education. Although the nursing program has the college's largest collection of IVT software, the technology is also used in many other programs, such as mathematics, Commercial Driver's License, remedial English classes, and the Computer Adaptive Learning Literacy Lab. The flexibility of IVT allows it to be used individually for self-paced remediation, in small groups for peer interaction, and in the classroom to illustrate an instructor's lecture. For the student, IVT provides the advantages of self-paced learning, instantaneous feedback, computer adaptive progression, and a non-threatening challenge. IVT can also lead to the active involvement of the learner, emotionally entangling simulations, and statistically significant learning outcomes. The paper includes definitions of basic terminology, a list of types of machines available, and a set of criteria for evaluating the appropriateness of IVT. (MAB)

ED 350 044 JC 920 497

Merren, John
User Satisfaction Survey, 1992: Research and Planning Division, Pima Community College. An Analytical Report of Results.
PUB DATE- 15 Oct 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

ED 350 060   JC 920 518

Reittinger, Donna Lis; Crowley-Long, Kathleen
The Use of Student Workbooks in Introductory Psychology Courses.
PUB DATE- Mar 92
NOTE- 11p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, NY, March 18-20, 1992); see JC 920 516.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Classroom Research; *College Instruction; Comparative Analysis; Grades (Scholastic); Higher Education; *Introductory Courses; *Psychology; Questionnaires; *Student Attitudes; Student Behavior; *Textbook Evaluation; Undergraduate Students; Undergraduate Study; *Workbooks
IDENTIFIERS- College of Saint Rose NY

A study was conducted at the College of Saint Rose, in Albany, New York, to evaluate the effectiveness of a student workbook that accompanies the 5th edition of the textbook "Introduction to Psychology: Exploration and Application," by Dennis Coon. The study examined the academic performance and attitudes of 106 undergraduate students enrolled in four sections of an introductory psychology course during fall 1990. Two different instructors taught the four sections, utilizing the same policies, outline, content, and multiple-choice tests. Each of the instructors taught one section in which workbook exercises were required (and examined on test days), and one section in which the use of the workbook was optional. On the last day of the semester, all students completed a questionnaire on the workbook. Students were divided into two groups: those who reported completing all or most (75%) of the workbook exercises (Group A); and those who reported completing little (25%) or none of the exercises (Group B). Study findings included the following: (1) there were no differences in how Group A and Group B students went about using the workbook; (2) workbook multiple-choice exercises were frequently cited as being most helpful, while students reported the most dissatisfaction with fill-in-the-blank sections; (3) no statistically significant differences in course grades were found between students who had completed 70% of the workbook (as assessed by instructors) and those who had completed 30% of the workbooks or less; and (4) over 90% of the students who actually completed most workbook assignments felt that the activity had improved their grades. The survey instrument is included. (PAA)

ED 350 061   JC 920 519

Goldstein, Susan B.
Curriculum Integration and Cross-Cultural Psychology.
PUB DATE- Mar 92
NOTE- 11p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, NY, March 18-20, 1992); see JC 920 516.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Cross Cultural Studies;

ED 350 078 PS 020 622

Kress, Anne
Infusing Critical Thinking Skills in Early Childhood Education Coursework To Facilitate Decision-Making by Community College Students.
PUB DATE- 92
NOTE- 145p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Students; *Community Colleges; *Critical Thinking; *Decision Making; Discussion (Teaching Technique); Preschool Education; *Teacher Education; *Teaching Methods; Tests; Two Year Colleges

This practicum report describes an intervention to teach critical thinking skills in two courses in a community college early childhood education program. The objectives of the intervention were to ensure that: (1) students will become aware of critical thinking skills; (2) students will show an increase in their use of critical thinking skills in their written work; (3) students will show an increase in their use of critical thinking skills in class discussion; (4) students will use critical thinking skills as a rationale for decisions about preschool children; and (5) instructors will be aware of an increased use of critical thinking skills by their students. The intervention included a revision of classroom questioning, discussion, and quiz techniques; classroom presentations that modeled critical thinking and decision making skills; and students' journal writing and quiz writing. The objectives were measured by instructor logs, student journals, student work portfolios, student papers, and pre- and post-intervention scores on creative reasoning and critical thinking tests. Results indicated that the fifth objective was not met, and that the second objective was met by one-third of the students. The other objectives were met. A reference list of 40 items is provided. Various materials used in and pertinent to the intervention are appended. (BC)

ED 350 079 PS 020 627

Biemiller, Andrew; Meichenbaum, Donald
How Task-Directive Dialogue Changes with Mastery and Capacity.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).; Laidlaw Foundation, Peoria, Ill.
PUB DATE- 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Development; *Developmental Stages; Elementary Education; *Elementary School Students; Foreign Countries; *Mastery Learning; *Skill Development; *Teacher Role; Verbal Development
IDENTIFIERS- Canada

This paper discusses how the role of instructors changes as young learners advance along a mastery continuum, or a process of transition from an initial novice to an eventual expert status in the learning of a skill. Four stages along this continuum are: (1) acquisition, in which the learner does not know the

ED 350 097 PS 020 752

Sherman, Gwen
Restructuring a Kindergarten Classroom To Include More Developmentally Appropriate Activities.
PUB DATE- 92
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; *Class Activities; *Classroom Design; *Classroom Techniques; *Discipline; Kindergarten; Kindergarten Children; *Learning Centers (Classroom); Preschool Curriculum; Primary Education
IDENTIFIERS- *Developmentally Appropriate Programs

This practicum report describes an intervention during the 1990-1991 school year that involved restructuring a kindergarten classroom to include more developmentally appropriate activities. Expected outcomes were stated in the following terms: (1) the arrangement of the classroom will allow free, orderly movement; (2) the county's kindergarten curriculum will be incorporated into classroom activities; (3) the classroom will provide opportunities for active learning and will require fewer paper and pencil tasks; and (4) the number of discipline referrals of kindergarten children will decrease. The intervention involved rearranging the classroom into learning centers; color coding the centers; devising a management system for using the centers; and developing games and activities that correlated with the county's kindergarten curriculum. The success of the intervention was measured by comparing pre- and post-intervention teacher surveys and experimenter observational checklists on developmentally appropriate classroom practices, and by comparing the number of discipline referrals during the intervention year as against the previous year. Results indicated that the objectives were met. A reference list of 40 items is provided. Appendices include copies of the teacher survey and experimenter checklist, a guide for interviewing teachers, and a collection of class schedules and other items relevant to the implementation of developmentally appropriate practices in the classroom. (BC)

ED 350 098 PS 020 753

Glickman, Jill Morris
Social Studies for Preschool Children through Cognitive Intervention of the Acquisition of Sex-Role Stereotypes.
PUB DATE- Jun 92
NOTE- 119p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Critical Thinking; *Parents; *Peer Relationship; *Preschool Children; Preschool Education; Questionnaires; Sex Bias; *Sex Role; *Sex Stereotypes
IDENTIFIERS- Child Behavior

This practicum report describes an intervention to teach preschool children to resist gender bias. The stated intervention objectives were as follows: (1) children will exhibit a 20 percent reduction in gender-stereotyped behaviors as measured by experimenter observation; (2) at least 20 percent of children will demonstrate an understanding of counterstereotypical knowledge as measured by the Sex Role

ED 350 116 RC 018 384

Malcolm, Shirley, Comp.
Native Peoples: Resources Pertaining to Indians, Inuit, and Metis. Fourth Edition.
PUB DATE- 90
NOTE- 277p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indians; *American Indian Studies; *Bias; Elementary Secondary Education; *Eskimos; Foreign Countries; Higher Education; Instructional Material Evaluation; *Instructional Materials; Resource Materials; Teacher Education
IDENTIFIERS- Canada; *Metis (People)

This bibliography includes materials that supplement an original 1980 edition. As in the earlier edition, this bibliography provides teachers and librarians with information about instructional materials related to North American Indians, Inuit, and Metis. Information is categorized into three sections titled after the three groups. Each section contains print and audiovisual materials. Each entry includes the library call number, the authors, the publisher, the date of publication, and an annotation. Whenever possible, grade level is indicated as early years, senior years, or research/teacher references. Print materials for each section cover all or most of the following topics: (1) arts; (2) autobiographies and biographies; (3) contemporary society and historical society; (4) culture groups; (5) education; (6) history; (7) literature; (8) native languages; and (9) religion and mythology. Audiovisual materials include filmstrips, slides, videotape recordings, pictures, and kits. An index by title is included. This bibliography provides information on criteria for identifying and evaluating bias in instructional materials; a glossary of terms pertaining to evaluation of bias; information on the Manitoba Education and Training Library; and an explanation of procedures for borrowing materials listed in this bibliography. (LP)

ED 350 117 RC 018 401

Keeping Up with Our Nation's Migrant Students. A Report on the Migrant Student Record Transfer System (MSRTS).
PUB DATE- Sep 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Delivery Systems; Elementary Secondary Education; Federal Government; Federal Programs; *Migrant Children; Migrant Education; *Migrant Programs; Program Evaluation; *Program Improvement; State Departments of Education; *Student Records
IDENTIFIERS- *Migrant Student Record Transfer System

This report evaluates the Migrant Student Record Transfer System (MSRTS), a national computer system of records on migrant children, that was voluntarily created in 1969 by state directors of the Migrant Education Program (MEP). As the Federal Government instituted policy changes, MSRTS became the primary source of data for federal and state management reports. Supported by 49 states, MSRTS has information on over 600,000 migrant students, serving as the only national database

ED 350 134 RC 018 815

McRobbie, Joan
The Rural Teaching Principal: Meeting the Challenges of Multiple Roles. Knowledge Brief Number Seven.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; Community Support; Elementary Secondary Education; *Principals; Professional Development; *Role Conflict; *Rural Schools; *Teacher Role; Workshops
IDENTIFIERS- Teaching Principals

This brief reports on a day-long workshop where eight rural teaching principals shared the joys and frustrations of their multiple roles. The multiple roles of teaching principals in the school and community result in role conflict and role ambiguity, which leads to stress and anxiety. Newly hired teaching principals are often caught between pressures to conform to the status quo while also remaining true to his or her own professional goals. Interpersonal and managerial role conflict stresses are almost invariably compounded by overload, especially from mandated paperwork. Teaching principals also reported the benefits of having the freedom to make curricular changes and having daily contact with students. A central problem is navigating between role taking and role making. The traits of pacing and consistency appear important for successful role making. Community support can be won through credibility, professionalism, and outreach. Principals described public relations efforts such as writing articles for local newspapers or newsletters, involving students in community work, and educating board members. The brief contains a list of participants' names and addresses, and hints on how to cope with the role of teaching principal. (KS)

ED 350 135 RC 018 816

Griffiths, Curt Taylor, Ed.
Self-Sufficiency in Northern Justice Issues. Proceedings of the Northern Justice Society Meeting (5th, Sitka, Alaska, April 1991).
PUB DATE- 92
NOTE- 413p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Alaska Natives; American Indians; *Canada Natives; *Community Services; Eskimos; Foreign Countries; Indigenous Populations; Justice; Juvenile Justice; Law Enforcement; *Law Related Education; Legal Aid; *Self Determination; Youth
IDENTIFIERS- Alaska; Canada; *Greenland; *Tribal Government

As indigenous peoples in the Arctic move closer to sovereignty, self-sufficiency in the realm of criminal justice assumes paramount importance. This book outlines initiatives and strategies to improve the delivery of justice services to aboriginal peoples in Canada, Alaska, and Greenland. Topics include: social and spiritual causes of alcoholism and alcohol abuse among Alaska Natives; the indigenous understanding of self-government, based on traditional values; evolution of self-

ED 350 152 SE 052 949

Thiele, Rodney B.
Analogies in Secondary Chemistry Education Textbooks: The Authors' Views.
PUB DATE- 18 Oct 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Australian Science Education Association (16th, Perth, Western Australia, Australia, October 18, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; Chemistry; *Educational Research; Foreign Countries; *Interviews; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Textbooks
IDENTIFIERS- Analogies; *Analogy; Australia

Recent studies in education have indicated that analogies are occasionally included in chemistry textbooks in an attempt to help students' understanding of abstract chemical concepts and sub-microscopic structures. This paper reports on a study in which authors of major textbooks currently used in Australian schools were interviewed to ascertain their views on the use of analogies in chemistry education. The authors indicated that they are generally unwilling to set analogy into print because of a belief that analogies should involve discussion and negotiation with students which is not possible in a textbook situation. Those authors who employed analogies sparingly in their textbooks, tend to focus on analogy as a visualization tool and, to a lesser degree, a way of communicating abstract ideas via the students' own language and experience. Alternatively, those authors employing analogies more frequently in their textbooks, tend to see analogies more as motivational tools. It is concluded that the unfamiliarity of textbook authors with research guidelines regarding analogy presentation highlights the problems of the efficient dissemination of research findings in science education to practitioners. (Contains 10 references.) (PR)

ED 350 153 SE 052 996

Bates, Richard D.
Toward a Sustainable Future. Rancho Santiago College Annual Faculty Lecture (3rd, November 15, 1989).
PUB DATE- 15 Nov 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Energy Sources; Climate; *Ecological Factors; *Energy; *Energy Conservation; Environmental Education; Environmental Standards; *Natural Resources; Overpopulation; Pollution; *Population Growth; Population Trends
IDENTIFIERS- *Environmental Issues; Greenhouse Effect; Stewardship

This lecture recounts personal experiences and discusses environmental issues that invoked a desire to teach about the things threatening the earth. Human population growth is cited as the first and foremost environmental challenge in the 20th century. A J-shaped curve is used to illustrate an increase in human population. The relationship between population growth,

ED 350 170 SE 053 252

Campbell, Patricia B.
Working Together, Making Changes: Working in and out of School To Encourage Girls in Math and Science. Encouraging Girls in Math and Science Series.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 92
NOTE- 10p.; For other documents in the series, see SE 053 253-255.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; *Educational Change; Elementary Secondary Education; *Females; *Mathematics Instruction; Minority Groups; Role Models; *School Community Programs; School Community Relationship; *Science Instruction; Science Interests; Sex Bias; *Sex Fairness; Student Motivation; Student Participation
IDENTIFIERS- *Hands On Experience; Mathematics Interests

This brochure, one in a series of four, is designed to assist people working in schools and in the community as they work together to encourage girls in mathematics, science, and engineering. Six sections discuss the reasons for and ways to work together to make changes. The first section describes what special programs can offer schools, and reciprocally, what schools offer special programs. The second section offers a rationale for making changes that will attract more women into mathematics and science related fields. The third section provides seven suggestions, based on evaluation and research, that help make collaboration work, and identifies five practices that, based on experience, should not be done. The fourth section presents a model that has enabled teachers to double the amount of hands-on science done in the classroom while retaining understanding. The final two sections suggest changes that need to be made in present classrooms. The suggestions include the need to: (1) make mathematics and science more of a hands-on experience; (2) provide girls with their fair share of time, attention, leadership, and opportunities in science and mathematics classrooms; and (3) challenge the stereotypes about what mathematicians and scientists are like. Resources include a list of seven successful projects whose goals involve increasing the participation of girls in mathematics and science. (MDH)

ED 350 171 SE 053 253

Campbell, Patricia B.
What Works and What Doesn't? Ways To Evaluate Programs for Girls in Math, Science, and Engineering. Encouraging Girls in Math and Science Series.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 92
NOTE- 9p.; For other documents in the series, see SE 053 252-255.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 350 191 SO 022 042

Choose Life! Unborn Children and the Right to Life. Junior High Level: Grades 7-8.
PUB DATE- 91
NOTE- 89p.; For related documents, see SO 022 041-043.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abortions; Catholic Educators; *Catholic Schools; *Controversial Issues (Course Content); Grade 7; Grade 8; Junior High Schools; Moral Issues; Moral Values; *Religious Education; *Teaching Methods

This curriculum is designed to assist Catholic school teachers and parish catechists in their efforts to foster a pro-life attitude in students in grades 7 and 8. Following an introduction is the curriculum which features six lessons. These are: (1) Unique in all the world; (2) The first nine months of human life; (3) The hard facts about abortion; (4) Abortion and human rights; (5) Respect for human life; and (6) Choose Life! Student handouts are included in the lessons, and a series of fetal development visuals are appended. (DB)

ED 350 192 SO 022 043

Choose Life! Unborn Children and the Right to Life. Intermediate Level: Grades 5-6.
PUB DATE- 91
NOTE- 82p.; For related documents, see SO 022 041-042.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abortions; Catholic Educators; *Catholic Schools; *Controversial Issues (Course Content); Grade 5; Grade 6; Intermediate Grades; Moral Issues; Moral Values; *Religious Education; *Teaching Methods

This curriculum is designed to assist Catholic school teachers and parish catechists in their efforts to foster a pro-life attitude in students in grades 5 and 6. Following an introduction is the curriculum, which features six lessons. These are: (1) The miracle of life around us; (2) Respect for all life; (3) The miracle of human life; (4) Abortion and the facts; (5) Abortion and the right to life; and (6) Choose life. Student handouts are included in the lessons, and a series of fetal development visuals are appended. (DB)

ED 350 193 SO 022 061

Hearings on H.R. 1, The Civil Rights Act of 1991. Hearings before the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (February 27 and March 5, 1991).
PUB DATE- 91
NOTE- 1,054p.; Serial No. 102-2. Many pages contain extremely light, small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF07/PC43 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Liberties; Civil Rights; *Civil Rights Legislation; Constitutional History; *Constitutional Law; *Equal Opportunities (Jobs); Federal Government; *Federal

ED 350 216 SO 022 414

Chinese American Experience: San Francisco.
PUB DATE- 85
NOTE- 80p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese Americans; *Cultural Education; Elementary Secondary Education; Ethnic Groups; Learning Activities; Multicultural Education; Social Studies; Teaching Methods; United States History; *Units of Study
IDENTIFIERS- *California (San Francisco Chinatown); Chinatowns

This unit encourages students to explore the history and current situation of Chinese Americans. Organized around five lesson plans, the unit's first lesson begins with the students' own perceptions of Chinese Americans, followed by a quiz that provides relevant background information. The second lesson examines the general history of Chinese Americans, while the third looks at the history of San Francisco's Chinatown. The fourth lesson offers one of two alternatives: a slide presentation or an actual walking tour of San Francisco's Chinatown. (The slides are not included with this document). The last lesson is reserved for debriefing and concluding the unit. A minimum of one class is needed for each lesson; lessons two and three require more time. A number of student handouts and a bibliography that lists materials concerning Chinese Americans are included. Eight teacher's appendices also are included: (1) "Racism in the Comics" by Michio Kaku; (2) Key to quiz; (3) Key to population graphs; (4) Discussion questions on San Francisco Chinatown; (5) Geographic distribution of Chinese Americans; (6) Occupations and earnings of Chinese Americans; (7) Script for slide presentation; and (8) Teacher materials for walking tour. (DB)

ED 350 217 SO 022 415

China Resources: A Guide for the Classroom.
PUB DATE- 86
NOTE- 116p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; *Chinese Americans; *Educational Resources; Elementary Secondary Education; Foreign Countries; Foreign Culture; Instructional Materials; Organizations (Groups); Social Studies
IDENTIFIERS- *China

This guide to resources on China is organized into four sections. The first section lists and describes organizations from around the United States that offer teaching materials on China. The materials offered by specific organizations are listed with each entry. The second section on printed resource materials includes annotated lists of guides and catalogs, selected curriculum units, source materials, news and periodicals, and selected background readings. The third section describes audiovisual materials that are organized into the following categories: pre-1949, 1949-1976, post-1976, daily life and culture, and film series. Finally, the fourth section lists and describes resources on Chinese Americans. The following types

ED 350 239 SO 022 574

The Massachusetts Educational Assessment Program: Social Studies Report.
PUB DATE- Nov 88
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; *Educational Assessment; Educational Objectives; Educational Testing; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *Social Studies; State Programs; Student Attitudes; *Student Educational Objectives; *Student Evaluation; Teacher Attitudes
IDENTIFIERS- Massachusetts; *Massachusetts Educational Assessment Program

This report presents the results of an assessment of social studies in the state of Massachusetts. From 240 to 390 test items were administered to all students in grades 4, 8, and 12. The test covered history, government/citizenship, geography, sociocultural environment, economics, multicultural environment, social studies process skills, and analysis/evaluation of information. Because of the breadth of the test, each student took only a portion of the entire test battery and scores were aggregated at the school level. In addition to the test items, questionnaires were given to each of the students, their teachers, and their principals. The purpose of the questionnaires was to obtain information on curriculum, instruction, and other factors. Comprised of four chapters, chapter 1 gives the background of the testing program and describes the development and content of the test itself. Chapter 2 discusses student achievement in detail, using specific items to illustrate conclusions. Chapter 3 examines curriculum and instructional practices, as reflected in responses to the questionnaire, and relates these practices to performance on the test. Chapter 4 presents a summary and conclusions. (DB)

ED 350 240 SO 022 576

McCoy, Martha, Ed.
Election '92 Discussion Set. Participants' Booklet and Leader's Guide.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Democratic Values; *Discussion (Teaching Technique); Discussion Groups; Economics; *Elections; Foreign Policy; Health Needs; Health Services; *Political Issues; Politics; *Public Affairs Education; Public Policy; Secondary Education; Social Studies; Welfare Services

This document consists of two publications: a participants' booklet designed to promote discussion among small groups, and a Leader's Guide. The participants' booklet contains information on four important issues in the 1992 election year: health care, the economy, welfare reform, and foreign policy. "The Health Care Crisis in America" contains background information, a discussion of ethical issues, a discussion of policy issues, and a list of sources of additional information. "Revitalizing America's Economy for the 21st Century" presents

ED 350 260 SP 033 973

Russell, Tom
A Teacher Educator and His Students Reflect on Teaching High School Physics.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Classroom Observation Techniques; Classroom Research; College School Cooperation; Foreign Countries; Higher Education; High Schools; Naturalistic Observation; Participant Observation; *Physics; Preservice Teacher Education; *Science Instruction; Student Evaluation of Teacher Performance; *Student Teachers; *Theory Practice Relationship
IDENTIFIERS- Ontario; *Reflective Teaching; Teacher Researchers

A teacher educator took over a high school physics teachers' class for a semester in exchange for the physics teacher taking over his university physics methods classes. The paper presents the perceptions of people involved in the experience. Students at both schools accepted the situation well. University students, invited to observe their university teacher at the high school, found it difficult to criticize his expectations as unrealistic, since he was out teaching high school every day. Some students felt free to criticize his teaching since they had been asked to observe; others hesitated because they were not used to criticizing teachers' work. Students had some difficulty finding value in repeated observations of one teacher. The teacher found student comments helpful. He decided that teaching one class a day while also teaching beginning teachers shifted his expectations for preservice education. He rethought the structure of preservice teacher education to make it more applicable to future classroom teaching. Three appendices offer an excerpt from a recorded after-class discussion with class observers, student comments showing different perceptions, and comments from a meeting with a graduate student who had videotaped a lesson. (SM)

ED 350 261 SP 033 982

The In-Service Training of Foreign Language Teachers in the Member States of the European Community: I. In Their Own Member State, II. In Another Member State.
PUB DATE- 90
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Methods; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Language Teachers; *Second Language Instruction; Teacher Improvement
IDENTIFIERS- Europe; *European Community; EURYDICE

The paper presents a brief overview of the inservice training of European Community foreign language teachers in their own member state and in other member states. The information describing such training was collected as preparation for the

ED 350 279 SP 034 072

Thornton, Stephen J.
Private Lives, Public Forums: What Teachers Share of Themselves in Teaching.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Case Studies; Elementary Secondary Education; *Goal Orientation; Higher Education; *Satisfaction; Social Studies; Student Journals; Student Teachers; Student Teaching; Teacher Attitudes; Teacher Education Programs; Teacher Persistence; *Teacher Student Relationship; Teaching (Occupation); *Teaching Experience
IDENTIFIERS- Idealism; *Personal Involvement; Policy Makers; *Relational Concepts

There has been considerable concern among policymakers over the last decade about the recruitment and retention of talented and energetic people into teaching. A study is described that documented what three talented and idealistic prospective teachers hoped to accomplish in their teaching and how their goals developed through teacher education and student teaching experiences. Data were collected utilizing student teaching journals, interviews conducted before student teaching began and again near its end, and reports from cooperating teachers and supervisors. Case studies based on teaching experiences of the students illustrate their views which reflect a relational conception of teaching, a commitment to sharing personal beliefs, and a wish to share of themselves in ways that would make meaningful differences in their students' lives. Results suggest that policies intended to promote professionalization of teaching in general and standards for social studies teachers in particular should not devalue the more personal dimensions of teaching, and that policymakers should treat these personal dimensions as a central rather than a peripheral concern. (LL)

ED 350 280 SP 034 074

Hensel, Nancy
Involving Liberal Arts Faculty in Diversity.
PUB DATE- Jun 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Liberal Arts Colleges for Teacher Education (Louisville, KY, June 6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Cultural Pluralism; Curriculum Design; *Divergent Thinking; *Educational Cooperation; *Educational Philosophy; *Faculty College Relationship; Higher Education; *Institutional Mission; Institutional Role; Liberal Arts; Racial Bias; Sex Bias
IDENTIFIERS- *Diversity (Institutional); University of Redlands CA

This paper describes the struggle of the University of Redlands (California), a comprehensive liberal arts institution, to come to terms with the diversity represented in its three distinct

ED 350 298 SP 034 118

Schmidt, Mary F.; McKirnan, David
Affective Factors Which Influence Learning about Sexually Transmitted Diseases.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Behavior; College Students; *Emotional Response; Health Promotion; Higher Education; Individual Differences; Learning Strategies; *Negative Attitudes; Pretests Posttests; *Sex Education; *Sexuality
IDENTIFIERS- *Erotophobia; Risk Taking Behavior; *Sexually Transmitted Diseases

This study investigated the role that emotional factors play in learning about sexual health and in adopting sexually healthy behaviors. Learning about health and adopting healthy behaviors hinges on two variables: the desire to avoid illness and a belief that one can avoid threats to health through personal action. This paper reports on individual differences which influence learning about sexual health. Erotophobia, or a negative affective response to sexuality, has been shown to inhibit sexual health, including birth control and sexually transmitted disease (STD) preventive techniques. An experimental-control group design was used to test the effect of erotophobia both on learning about STDs and subsequent perceptions of vulnerability to STDs. College students who were high in erotophobia gained less information and perceived themselves to be less vulnerable to STDs at posttest than did subjects low in erotophobia. According to these findings, it is vital for educators to gauge the emotional reactions of students to sexual health education prior to instruction to avoid increasing denial of sexual health risk. Sex health education, like all educational efforts, needs to be targeted to specific audiences. (LL)

ED 350 299 SP 034 120

Templeton, Josey H.; Wilson, Gary L.
The Effect of Educational Intervention on Attitudes toward Selected High Risk Sexual Behaviors.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Freshmen; Health Promotion; Higher Education; *Males; Research Needs; *Sex Education; *Sexuality; Single Sex Colleges; Student Attitudes; *Student Behavior; Surveys
IDENTIFIERS- *Risk Taking Behavior; *Sexually Transmitted Diseases

Education is one of the most often used methods in the prevention of Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) and Sexually Transmitted Diseases (STDs). Numerous educational models have been designed in response to the needs of various groups to reduce the spread of HIV/AIDS. Results have been mixed because of the failure to determine which techniques are most effective in specific situations. In an attempt to determine the effect of an educational module on students' attitudes toward high risk sexual behaviors, a

Management strategy called Plan-Do-Check-Act (PDCA) to the projects and activities of an institutional research office at the Virginia Polytechnic Institute and State University. PDCA is a cycle designed to facilitate incremental continual improvement through change. The specific steps are defined as follows: (1) plan an event, including establishing the measures of success or quality as well as determining the process to be followed; (2) do the event on a small stage; (3) check the effects of the event; and (4) act on what is learned. This approach is applied at three levels, the office or strategic level, the project or management level, and the activity or operating level. For each stage of the cycle the application at each level of the office is detailed. A conclusion notes that applying the PDCA cycle has allowed the inistitutional research office staff to improve skills in relevant ways and to improve the office products. The approach is action oriented and has served to bring the office and its customers together and to anticipate the future. Included are 14 references. (JB)

ED 349 856 HE 025 773

Frost, Jacquelyn L.; Beach, Gary L.
Using a Total Quality Management Team To Improve Student Information Publications. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Administration; Higher Education; Interviews; *Management Systems; Management Teams; Planning; Program Evaluation; Program Implementation; *Quality Control; *School Publications; *Student Characteristics; Universities
IDENTIFIERS- *AIR Forum; Oregon State University; *Total Quality Management

A Total Quality Management team was formed at Oregon State University to improve the quality of student information publications. The team studied the critical process in detail, identified "customers" of student information publications, defined information to be solicited from the customers, interviewed them, and gathered data for improving the process. The interview asked for comments on existing publications, what an ideal format for student information publications would be, and how to measure progress toward that goal. Twenty-three customers were identified and interviewed. The interviews resulted in an issue statement to improve the quality of annual student publications by broadening the scope of the content and enhancing the format. Included are 12 references. (JB)

ED 349 857 HE 025 774

Freeman, Irving; Dailey, Don E.
Institutional Research at (and for) Academic Health Centers: Who's Doing What? AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English

to determine if minority students were at greater risk for dropping out, to explore student experiences, and to evaluate existing support services. The survey consisted of telephone interviews conducted with 431 Caucasian and 360 ethnic minority students enrolled at the graduate and undergraduate levels at the University of Utah during spring 1990. Two versions of the telephone questionnaire were developed, based on a student's ethnic minority or Caucasian status. Ethnic minorities included Asian, African American, Hispanic, and Native American students. Additional follow-up analysis was conducted during winter quarter 1992. Students reported on involvement in campus activities; interactions with other students, faculty, and staff; occurrence of ethnic prejudice and discrimination; academic experiences; utilization of support programs; and obstacles faced by minority students. Findings indicated that respondents' ethnicity was related to experiences of prejudice and discrimination, consideration of withdrawal from the university, and perceptions of academic success. Respondents who appeared to be at greater risk for contemplating withdrawl were those who lived alone, were African American or Native American, had a lower grade point average, were not using student services or were dissatisfied with the services, and were out-of-state Humanities majors. Results of a 2-year follow up survey found that of those who said they had contemplated withdrawal, only 53 percent were still registered, a significantly lower rate than those who had not considered withdrawal. Included are 4 figures and 23 references. (JB)

ED 349 875 HE 025 792

Popovics, Alexander J.; Jonas, Peter M.
A Comprehensive Participative Planning Model for Small Liberal Arts Colleges: Morrison, Renfro, and Boucher Meet Madan Capoor. AIR 1992 Annual Forum Paper.
PUB DATE- 10 May 92
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Advisory Committees; Budgeting; College Administration; College Environment; Colleges; *Cooperative Planning; Educational Objectives; Educational Planning; *Environmental Influences; Goal Orientation; Higher Education; *Long Range Planning; *Models; *Organizational Objectives; *Participative Decision Making; Resource Allocation; Self Evaluation (Groups); Universities
IDENTIFIERS- *AIR Forum; Cardinal Stritch College WI

This paper describes the use of a comprehensive participative planning model for colleges and universities that includes processes of environmental scanning, proposed by J. Morrison and others, and key elements of the Objective-Based Assessment, Planning, and Resource Allocation System (OAPRAS) proposed by M. Capoor. The process is explained through its application at Cardinal Stritch College (Wisconsin). A discussion is provided of the three overlapping components of the planning process: strategic planning, operationalizing, and allocating resources. Discussed within the strategic planning component are the role of environmental scanning and the development and use of environmental scanning advisory committees and planning advisory committees. The operationalizing section examines the development of college-wide and departmental goals within an written, years between completion of a masters program and commencement of the doctoral program, and campus residency while engaged in the review of the literature process. The sample consisted of 61 doctoral students, 35 from KSU and 26 from UK who were mailed surveys which they then answered via telephone interviews. Significant main effects were years between masters and doctoral program and using electronic indices and gender and having someone other than the subject complete a computer search. Results appeared to suggest that there is an association between gender and having someone else complete a search and that there is an association between years between completion of a Masters degree and commencement of a doctoral program and using electronic indices. Included are 35 tables, appendixes containing the study instruments, and 23 references. (JB)

ED 349 893 HE 025 812

Foltz, Roger A.
Academic Achievement of Student-Athletes.
PUB DATE- 23 Apr 92
NOTE- 35p.; Master's of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *Athletes; College Athletics; *College Students; *Grade Point Average; Higher Education; Sex Differences; Statistical Analysis; Transfer Students
IDENTIFIERS- *Fort Hays Kansas State College; *Student Athletes

This study examined the cumulative grade point averages of collegiate student-athletes at Fort Hays State University (Kansas) as related to the variables of gender, academic classification, type of sport participation, and transfer status. The measure used as dependent variable was mean cumulative grade point average which consisted of the number of total quality points earned divided by the number of credit hours attempted. The population for the study was the entire population of eligible student-athletes at Fort Hays, 256 students of whom 188 were male (72 percent) and 68 were female (27 percent). Research procedures included gathering cumulative grade point averages and other data through the university computer center and statistical data analysis. Results indicated a statistically significant interaction between gender and transfer status with nontransfer students. In addition female athletes had higher academic achievement than male athletes; student-athletes participating in non-revenue sports had higher academic achievement than student-athletes participating in revenue sports; and native (non-transfer) student-athletes had higher academic achievement than non-native (transfer) student-athletes. Included are 4 tables, 1 figure, and 20 references. (JB)

ED 349 894 HE 025 813

Cross, Dolores E.
The Assessment of Internal Policies and Procedures That Affect Student Retention in an Urban Commuter University.
PUB DATE- 23 Mar 92
NOTE- 20p.; Speech given at the Annual Meeting of the North Central Association, Commission on Institutions of Higher Education (Chicago, IL, March 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Organizational Change; *Quality Control; School Business Relationship; School Role
IDENTIFIERS- *AIR Forum; *Napier College (Scotland); Scotland

This paper examines the adjustment of Napier Polytechnic of Edinburgh (Scotland, United Kingdom) to educational change. Discussed are: the historical development of the school; Napier's role in today's higher education; the school's shift from external to internal quality control of Council for National Academic Awards courses; the school's adjustment in moving from external to internal quality control of Scottish National Vocational Education Council courses; and the development of internal and external quality control mechanisms. Further examined are the school's responses to market demand and the changes of demand by its customers--the students, the employers, and the professional bodies. Finally, the report traces the change in Napier's financial support and its response to that change as the school eventually shifted from being dependent solely on the government for financial support to receiving fee income and income generated through commercial activities channelled through its own company, Polyed. Appendices provide Napier's business school structure for the first-year, full time degree program prior to 1987; the school's common first-year examination/assessment procedures agreed to in 1987 and the exemption structure; an analysis, from 1984-1990, of Napier's examination performance in the three degrees of accounting, business studies, and commerce; and the overall ratings. (GLR)

ED 349 914 HE 025 838

Richardson, Richard C., Jr.; And Others
Improving State and Campus Environments for Quality and Diversity: A Self-Assessment.
SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Jun 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission (School); *College Students; *Cultural Differences; Data Collection; *Educational Environment; Educational Improvement; Educational Policy; Evaluation Methods; Financial Support; Higher Education; Information Sources; *Institutional Evaluation; Outreach Programs; Policy Formation; *Politics of Education; *Self Evaluation (Groups); State Colleges; State Universities; Student Improvement; Surveys

This guide provides information for policy leaders who need to develop or revise action plans aimed at improving learning environments for an increasingly diverse student clientele. The self-assessment is organized into three sections. The first section introduces the self-assessment, defines key terms, discusses the conceptual framework that organizes the questions, and provides suggestions for using information from the assessment. The second section includes four sets of questions that state and campus officials can use to collect and organize information about the impact of state policies and practices on campus efforts to improve quality and diversity. The final section presents 12 sets of questions that are designed to help campus leaders collect and organize description of feminist pedagogy. Feminist pedagogy would raise the issue of the missing or invisible voice of women throughout higher education and seeks to bring solutions to recognizing, valuing, and teaching the female perspective and contribution in all disciplines. In explicating this view the essay discusses feminist philosophy, and presents a critique of the traditional academic disciplines from a feminist perspective. Such critiques suggest that current approaches deny expression to and negate the creative works of the non-powerful, are taught chronologically, assume hierarchical approaches, and are founded on competition. Another section describes what is involved in forming a non-gender biased curriculum. A discussion of the underlying values of feminist pedagogy covers the basis for teaching methods. The essay concludes by proposing a study to investigate the influence of change in pedagogy on attitudes about the female voice and its place in the curriculum of higher education. Sixteen references are included. (JB)

ED 349 933 HE 025 863

Gilman, Robert, Ed.
The Learning Revolution: Education Innovations for Global Citizens.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Style; Educational Change; *Educational Innovation; Elementary Secondary Education; Environmental Education; Global Approach; Higher Education; Instructional Innovation; Lifelong Learning; Revolution
IDENTIFIERS- *World Views

This theme journal issue is devoted to the learning revolution in educational innovations aimed at global citizens. The article titles and authors are as follows: (1) "A Personal Introduction" by Alan AtKisson; (2) "Onward and Upward!" by Dee Dickinson; (3) "Multiple Intelligences in the Classroom" by Bruce Campbell; (4) "Learning As Transformation" by Harrison Owen; (5) "Accelerated Learning" an interview with Libyan Labiosa Cassone; (6) "The Primacy of Story" by Renee Fuller; (7) "Difference Is Not Deficiency" an interview with James Vasquez by Alan AtKisson; (8) "The Compass of Meaning" by David Boulton; (9) "Unfinished Business" by David Koyama; (10) "Developing Motivation for Lifelong Learning" by Raymond J. Wlodkowski; (11) "Learning How To Learn" an interview with Kathy Greenberg by Duane M. Fickeisen; (12) "The Case for the Arts" by Eric Oddleifson; (13) "Earthwise Learning" by John Burbidge; (14) "Learning Through Service" by Kate McPherson; (15) "What Is Education For?" by David Orr; (16) "How To Start a Revolution at Your School" by Linda MacRae-Campbell; and (17) "Applying Our Knowledge" by Dee Dickinson. Also included are a letters section with correspondence from readers; news on education from around the world; and small articles on education reform, learning communities on campus, multicultural resources, adult learning, and book reviews. (JB)

ED 349 934 HE 025 864

Lane, Amy; Burney-Reischman, Gina
College Youth, Put on the Brakes! Prevention Resource Guide.
PUB DATE- Jun 91

developers, practitioners, and researchers. Users' input has been utilized to help: (1) design the prototype feedback materials; (2) determine their instructional suitability; (3) refine the prototypes; (4) design the implementation process; (5) test the implementation process; and (6) make any final improvements to the prototypes and implementation process. The automated feedback aids (after-action reviews or AARs) produced vis-a-vis this R&D process are discussed, as well as the importance of this partnership in developing any new instructional innovations. It is suggested that such a partnership should help reverse the historical trend of use and then abandonment of new instructional innovations by giving instructors a sense of ownership and ease with using the innovation. It is concluded that a tentative framework for involving the users in the instructional R&D process has emerged from this project, although questions remain regarding both the number of users who should be included in the R&D process and the generalizability of the framework. Five figures illustrating the text are included. (Contains 26 references.) (Author/ALF)

ED 349 953 IR 015 689

Ippel, Martin J.
Discovery Learning of Addition Strategies for Two-Digit Numbers in a Computer-Based Microworld.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, April 20-24, 1992). This study was partly made possible by a grant from the Iowa Measurement Research Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; *Cognitive Processes; *Computer Assisted Instruction; *Discovery Learning; *Elementary School Mathematics; Foreign Countries; Grade 2; *Instructional Design; Microcomputers; Multivariate Analysis; Primary Education; Thinking Skills
IDENTIFIERS- Dienes Multibase Arithmetic Blocks; Message Design; *Microworlds; Netherlands; Task Environments

This paper presents a framework for understanding conditions of discovery learning in computer-based microworlds. It begins with a short discussion of problems related to a traditional type of microworld--i.e., learning tools for mathematics--using the Dienes Multibase Arithmetic blocks as an example. In this discussion, hypotheses are developed about characteristics of task environments that seem to be necessary for discovery learning. The design of a microworld in which students are challenged to acquire algorithms for mental addition of two-digit numbers is then proposed, in a discussion that advances two general principles for the design of computational microworlds in which procedural skills can be acquired by discovery learning and that identifies two conditions that can be expected to foster problem solving behavior. The project in which the 10-square microworld was designed is then described, together with a first experiment conducted to determine whether second grade students would be able to acquire the target algorithms without the help of a teacher; the problem solving methods they utilized in reaching the goal are also described. It is noted that a prototype of the 10-square microworld implemented for a Macintosh SE/30 computer system was used in the experiment, which consisted of a sequence of five locations in Navaho and Apache counties. Three methods of providing instruction for research papers--class tours of learning resource facilities, presenting guest lectures on writing research papers, and a one-credit class on research paper writing--are discussed. Incentives arranged in cooperation with local merchants to encourage quality student work are described, e.g., free pizzas and video rentals, and the particular effectiveness of such incentives in a rural area is considered. Copies of fliers promoting the incentive program and listing rules for student participation are attached. (Contains 9 references.) (MES)

ED 349 972 IR 054 126

Penchansky, Mimi B., Ed.
Merging Technologies and Instruction at CUNY: An Annotated Selective Bibliography.
PUB DATE- 92
NOTE- 46p.; Bibliography prepared for a University Faculty Development Program Colloquium at the City University of New York (New York, NY, May 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; Authoring Aids (Programing); Computer Literacy; Courseware; Directories; *Educational Technology; Faculty Development; Futures (of Society); Glossaries; Higher Education; Hypermedia; *Information Technology; *Library Automation; Multimedia Instruction; Optical Data Disks; Telecommunications
IDENTIFIERS- Academic Computing; City University of New York; *Information Literacy; *Multimedia Materials; Virtual Reality

Produced for a faculty development colloquium at the City University of New York (CUNY), this annotated bibliography includes abstracts of a total of 108 papers and monographs in the following areas: (1) theoretical background on visual and information literacy; (2) research on merging technologies and instruction; (3) library applications of technology, including online catalogs, CD-ROM, the Internet, Hypertext, and virtual reality; and (4) multimedia programs. A copy of the program for the colloquium, which represented an alliance of CUNY computing, media, and information professionals, is included. An author index, a glossary of multimedia terminology, and a directory of authoring systems are also provided. (MES)

ED 349 973 IR 054 130

Meerdink, Richard; And Others
Project ACCESS: A Curriculum-Based Collection Evaluation and Selection System Library Model for Community Colleges.
PUB DATE- Jan 89
NOTE- 135p.; Original is printed on colored stock which may affect photocopy quality.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; *College Curriculum; College Faculty; College Libraries; Library Automation; Library Collection Development; *Library Collections; Library Cooperation; Library Role; *Library Services; Models; Program Proposals; Questionnaires; *Resource Centers; Technical Education; Two Year Colleges; User Needs (Information)

to discover how the model has been and continues to be adapted to fit the needs of the larger organization. It is noted that, of the 76 libraries which responded to the survey, about half reported having such a department. Topics covered in the summary include the reporting structure, access/circulation services functions, staffing, budgetary responsibilities, and issues and trends. A copy of the questionnaire with a tally of the responses, a list of the respondents to the survey, and a list of libraries not having an access services department are also provided. The remainder--and largest part--of the kit is made up of materials submitted by survey respondents. These include organization charts from 22 libraries; position descriptions from 13 libraries; and mission and goals statements from six libraries. A list of six selected readings completes the kit. (KRN)

ED 349 992   IR 054 173

Nath, Herbert
CD-ROMS Step by Step.
PUB DATE- Jun 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bibliographic Databases; *College Libraries; Higher Education; *Instructional Materials; *Library Instruction; Menu Driven Software; *Online Searching; *Optical Data Disks; Reference Materials
IDENTIFIERS- Citadel Military College of South Carolina

This manual consists of sets of guides for six CD-ROM databases: (1) ABI/INFORM, a business administration CD-ROM published by UMI; (2) Books in Print (an outstanding tool for compiling bibliographies on any subject); (3) ERIC (Educational Resources Information Center), an education database in the version published by SilverPlatter; (4) MLA, a comprehensive literature database published by Wilson; (5) PsycLit, a psychological database published by Silverplatter; and (6) Logicraft, a network interface for CD-ROMS. Each set of guides consists of two guides, a one-page quick search guide that is sufficient for getting on and using each database, and a multiple-page, step-by-step guide that gives detailed instructions. Both guides have the same numbers so that any part of the one-page guide can be instantly found in more detail in the multiple page guide. These guides are kept beside each terminal in the Daniel Library at The Citadel Computer Center (Charleston, South Carolina) for instant use by patrons; they are also used in classes and for individual instruction. The one-page guides are distributed free on request. (Author/KRN)

ED 349 993   IR 054 174

Kirby, Diana Gonzalez
Children's Books from the U.S. Government Printing Office: An Annotated Bibliography and Resource Guide for Librarians.
PUB DATE- 92
NOTE- 24p.; Paper distributed at the Schools and Children Caucus of the Florida Library Association (Orlando, FL, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Alcohol Education; American Indian Literature; Annotated Bibliographies; *Childrens

American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Analysis of Variance; Evaluation Criteria; Graduate Study; Higher Education; Institutional Evaluation; *Library Collections; *Predictor Variables; Program Evaluation; *Research Libraries; *Research Universities; Statistical Analysis
IDENTIFIERS- Carnegie Foundation for Advancement of Teaching; National Academy of Sciences; *Ranking

Two primary data sources were used to create a database of 68 research libraries for this study: (1) Alexander Astin's report for the National Academy of Sciences on the reputational ranks of the top 20 graduate programs at U.S. universities (1985); and (2) a list of 70 "Research Universities I" identified by the Carnegie Foundation for the Advancement of Teaching as top research institutions. The Carnegie list included the NAS top 20; two universities in the Carnegie list, however, could not be included in this analysis because of incomplete information). Seven library-related predictor variables were used to predict the reputational ranks of the universities, i.e., number of volumes in the library; volumes added; current serials total; total microform units; total library expenditures; books per student; and library expenditures per student. Analyses of the resulting data demonstrated that the universities included on the Carnegie list that have also been ranked by NAS in the top 20 have significantly better library resources than institutions with lower reputational ranks. Six tables display lists of Astin's top 20 universities and the Carnegie Foundation's top research institutions together with the results of the statistical analyses. (Contains 11 references.) (KRN)

ED 350 011 IR 054 196

Worrell, Diane
GPO Monthly Catalog...Quick Reference Guide and ERIC...Quick Reference Guide.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Libraries; Databases; Education; *Government Publications; Higher Education; Information Retrieval; *Library Instruction; *Online Searching; *Optical Data Disks; *Search Strategies
IDENTIFIERS- Appalachian State University NC; *ERIC; *Monthly Catalog of U S Government Publications

These two brief guides are designed to assist users in searching the GPO Monthly Catalog of Government Publications and the ERIC databases on CD-ROM produced by Silver Platter Information, Inc. Each guide contains step-by-step instructions for: (1) simple subject searching using basic Boolean connectors; (2) displaying and printing; (3) correcting typing errors, stopping printing, and using special keys; (4) title, author, descriptor subject, and index searching; (5) interpreting search results; and (6) selecting show and print options. The guides were

Mathematics Instruction; Nontraditional Students; Program Descriptions; Two Year Colleges; Two Year College Students; Writing Instruction
IDENTIFIERS- *Utah

Designed as a forum on teaching and learning in Utah's two-year institutions, this annual publication issues a yearly call to faculty, administrators, students and others for papers on any matters of interest to Utah's community colleges. This 1992 issue of "Focus" includes the following articles: (1) "Videocassette as Text and Harbinger of Hypertext," by Ace G. Pilkington (describes the use of videocassettes of films and plays to enhance the learning experience for students); (2) "Can Computers Generate Confidence?" by Kent Templeton (discusses the use of special computer programs and an electronic bulletin board to build student confidence in a basic writing course); (3) "Using PC Computers To Teach Students How To Think Critically," by Roger D. Lee (describes the application of the Robert Karplus learning cycle to develop critical thinking skills in conjunction with a personal computer); (4) "Hands-on for the Inexperienced," by Mark Soderborg (cautions against exclusive training in desktop publishing techniques and calls for experience in traditional approaches to writing and printing); (5) "Technology, Tenacity, and the Nontraditional Student," by Nancy M. Smith (compares data on older and traditional student enrollment and grade point average at Utah Valley Community College--UVCC); (6) "Accessing the Inner Student: Preparing the Ground To Ensure Students Achieve Their Highest Potential," by Toni Pickall (describes nine blocks to student learning); (7) "Implementing Technology Assisted Instruction in the Classroom," by Richard C. Darnell; (8) "Mathematics and the Graphing Calculator," by Scott L. Mortensen; and (9) "Diversity through a Core Approach to Ethics," by Elaine transfer at any time. Nine recommendations for increasing transfer humanities course at UVCC). (PAA)

ED 350 028 JC 920 477

Palek, Mark; And Others
Faculty Resource Handbook.
PUB DATE- Sep 91
NOTE- 121p.; Compiled by the SSCC Faculty Development Team.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Reference Materials - Bibliographies (131)
DESCRIPTORS- Cognitive Style; College Faculty; *College Outcomes Assessment; Community Colleges; *Educational Technology; *English (Second Language); *Faculty Development; Instructional Improvement; *Multicultural Education; Program Descriptions; Program Evaluation; Teacher Improvement; Teacher Workshops; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Diversity Concept; South Seattle Community College WA

In October 1990, South Seattle Community College (SSCC), in Washington State, received Title III funds to establish a Faculty Development Team (FDT) which provided faculty with training, equipment, and other resources on outcomes assessment, the use of emerging technologies, multicultural education, and teaching and learning styles. This compilation provides an overview of the wide variety of activities which were sponsored by the FDT during the 1990-91 academic year, including workshops, seminars, and group and individual grant projects. Following a brief introduction, section 1 contains a

DESCRIPTORS- Administrator Attitudes; Administrators; College Faculty; *College Planning; Community Colleges; *Computer Centers; *Employee Attitudes; *Institutional Research; *Organizational Effectiveness; *Participant Satisfaction; Questionnaires; School Personnel; School Surveys; Self Evaluation (Groups); Teacher Attitudes; Two Year Colleges; Use Studies

IDENTIFIERS- *Pima Community College AZ

In September 1992, the Research and Planning Division of Pima Community College (PCC), in Arizona, conducted surveys of administrators, faculty, and classified staff to evaluate three offices in the division: Institutional Research; Computer Services; and Planning. Usable responses were received from 23 administrators, 32 faculty, and 46 staff, for response rates of 52%, 21%, and 31%, respectively. The survey focused on the use and quality of services and products, and included open-ended questions. Study findings included the following: (1) 91% of the administrators, 72% of the faculty, and 50% of the staff responded positively to questions concerning the products and services of the Office of Institutional Research (OIR); (2) the OIR was used by 68% of the respondents, and was rated highest for its "PCC Fact Book"; (3) 96% of the administrators, 91% of the faculty, and 94% of the staff indicated that they used Computer Services, with 56.5% of the administrators and staff, and 31.3% of the faculty reporting daily use; (4) the two most frequently utilized computer services were E-mail/networking, and the Student Information System; (5) most Computer Services products and services were rated as "Very Useful" and of "High Quality"; (6) of 119 comments about Computer Services, 44% were positive, 33% were negative, and 24% were neutral; (7) of all Planning Office activities, development of PCC's mission was considered of the greatest importance; and (8) 73.9% of the administrators, 21.9% of the faculty, and 21.7% of the staff indicated that they had used Planning Office services and products. Data tables and the survey instruments are included. (PAA)

ED 350 045 JC 920 498

Richardson, Richard C., Jr.

Creating Effective Learning Environments. Report of a Study Funded by the Ford Foundation.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 27 Oct 92

NOTE- 48p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Policy; Case Studies; *College Faculty; Community Colleges; *Educational Environment; Equal Education; *Faculty College Relationship; Governance; National Surveys; Questionnaires; School Policy; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teacher Role; Teacher Student Relationship; Two Year Colleges

In 1987, Arizona State University initiated a national study of two-year college faculty behaviors that contribute to educational equity. During phase 1 of the study, field interviews and a literature review were used to develop an inventory of effective faculty behaviors. To determine the emphasis placed on these behaviors, phase 2 consisted of a survey of faculty at 52 community colleges nationwide, *Curriculum Development; Curriculum Problems; Educational Change; *Ethnocentrism; Females; Foreign Culture; Higher Education; *Psychology; Role of Education; Sex Bias; Textbook Bias; Undergraduate Study

IDENTIFIERS- *Cross Cultural Psychology; *Diversity Concept

While many undergraduate disciplines are revising curricula to address issues of diversity more effectively, it is commonly assumed that courses in cross-cultural psychology are less in need of revision due to their inherent multi-cultural focus. The field of cross-cultural psychology, however, is not immune to Eurocentric and androcentric biases. For example, cross-cultural research on women is often marginalized through its exclusion from key publications, while studies of males are frequently generalized to reflect characteristics of an entire culture. And cross-cultural research on gender and relationships is often based on an assumption of heterosexuality. Terminology in cross-cultural psychology can be changed to reduce inherent biases (e.g., the term "European American values" can replace "American values" when the values of minority groups are not included). In addition, research should endeavor not only to describe, but also to evaluate cultural differences, especially when segments of a study population possess differential access to power. Instructors should also emphasize the diversity within ethnic, class, and gender groups, so as not to stereotype individuals based on a single dimension of their appearance or orientation. In addition, teachers can consider more diverse learning styles; redefine student "participation" to include less verbal forms of participation; and utilize humanistic, activist, and feminist pedagogic approaches. The tools of the cross-cultural psychologist could potentially transform the entire discipline of psychology, but only if the biases and assumptions inherent in the cross-cultural approach, itself, are thoroughly examined first. (PAA)

ED 350 062 JC 920 520

Tjeltveit, Alan C.

A Trans-Disciplinary Writing Project in Introductory Psychology.

PUB DATE- Mar 92

NOTE- 19p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, NY, March 18-20, 1992); see JC 920 516.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Instruction; Ethical Instruction; Ethics; Higher Education; *Interdisciplinary Approach; *Introductory Courses; *Psychology; *Research Papers (Students); *Role Models; Undergraduate Students; Undergraduate Study; *Writing (Composition); Writing Assignments

IDENTIFIERS- *Heroes; Muhlenberg College PA

In response to curricular changes at Muhlenberg College (Pennsylvania), emphasizing interdisciplinary exploration and a focus on writing, students in an introductory psychology course were assigned a paper examining a "hero" of their own choosing from a psychological perspective, from an ethical perspective, and from a viewpoint connecting the two perspectives. A "hero" was defined as someone they considered praiseworthy or someone they admired. Students could also write about a group of people, or about an anti-hero. Papers were required to contain task; (2) early consolidation, in which the learner can perform part or all of the task, but cannot do so independently; (3) late consolidation, in which the learner can demonstrate some spontaneous mastery of the task; and (4) independent mastery, in which the learner can perform the task independently and without prompting. It is hypothesized that, when children learn a task, their level of cognitive ability interacts with task complexity to encourage or inhibit the children's development of self-regulatory learning behavior and expertise in learning the task. Learning opportunities and activities which correspond to a child's point along the mastery continuum are described. Suggestions for ways that teachers can create skill acquisition, consolidation, and mastery opportunities for less advanced children that are comparable to opportunities for more advanced children are offered. A list of 33 references is provided. (MDM)

ED 350 080   PS 020 628

Fiene, Richard
Pennsylvania Early Childhood/Child Care Training System Model.
PUB DATE- Jun 92
NOTE- 33p.; Paper presented at the Annual Conference of the National Institute for Early Childhood Professional Development (1st, Los Angeles, CA, June 3-6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Child Caregivers; Cooperative Programs; *Day Care; Early Childhood Education; *Educational Needs; Family Day Care; Intergenerational Programs; *Job Training; Older Adults; Program Descriptions; *Program Implementation; *State Programs
IDENTIFIERS- *Pennsylvania

A multi-dimensional training program is being implemented in Pennsylvania to improve the quality of early childhood and child care programs. Training opportunities are provided for early childhood program and day care center staff, group and family home day care providers, and unregulated child care providers. The overall training plan is designed to offer a variety of training options and topics so staff can choose those most closely suited to their level of knowledge and experience. Training covers developmentally appropriate practice; health and safety; separation and loss; emergent literacy; intergenerational programming; observation and evaluation skills; administration of early childhood and child care programs; children's literature; use of community resources; working with parents; discipline; growth-promoting relationships; and interpersonal skills. This paper examines the following components of Pennsylvania's training program: (1) the coordinated system of training developed by the Louise Child Care Center for the western part of the state; (2) the Early Childhood Education Linkage System, a public-private partnership linking health professionals and early childhood programs; (3) a strategy for training legally unregulated child care providers in the central region of Pennsylvania; (4) a project to train older adults already working in child care occupations; (5) a program for home-based child day care providers; (6) the development of a before- and after-school child care program; and (7) a family-focused early intervention system. Information on early childhood education programs offered at Pennsylvania State University is attached. (AC)

Learning Index; (3) after 3 months, 50 percent of children will demonstrate a reduction in sex role stereotyping of play items as measured by the Sex-Typed Picture Test; (4) parents will increase their knowledge about eliminating sex role stereotyping as measured by a parent survey; (5) children will correctly use the word "stereotype" in conversation; and (6) children will exhibit an ability to resist gender bias as measured by experimenter observation. The intervention consisted of three components. Parents attended meetings at which issues relevant to sex role stereotyping were examined. In 12 weekly sessions with the children, the experimenter discussed issues and conducted activities concerning sex stereotyping. Throughout the intervention, the classroom teacher provided children with books, songs, and role playing opportunities that addressed issues of sex stereotyping. Results indicated that the objectives were met. A 42-item reference list, and a 13-item bibliography of books for children and adults, are provided. Appendices include questionnaires, measurement instruments, and related items. (BC)

ED 350 099 PS 020 777

Carlson, Helen L.
Early Childhood Family Education: Implementing the Minnesota Model = Education de la premiere enfance: Mise en oeuvre de modele Minnesota = La educacion de la familia y la ninez: Poner en practica el modelo de Minnesota.
PUB DATE- 4 Aug 92
NOTE- 13p.; Paper presented at the World Congress of Organisation Mondiale pour l'Education Prescolaire, World Organization for Early Childhood Education (20th, Flagstaff, AZ, April 2-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Programs; Demonstration Programs; Early Childhood Education; Family Involvement; *Family Programs; Outcomes of Education; *Parent Education; *Parent Participation; *Parents as Teachers; Play; Program Descriptions; Program Development; State Programs
IDENTIFIERS- *Early Childhood Family Education; *Minnesota

Over a decade ago, the Minnesota state legislature funded the Council on Quality Education to create nine exemplary and experimental pilot programs to support young children and their families. One of the early models was a family-oriented, structured preschool activity that featured weekly 2-hour sessions during which parents of 4-year-olds worked with their children to build their cognitive abilities. Parents also attended separate parent discussions. Another project focused on training parents as teachers. This 30-week project taught parents with infants and young children to explore play with their children, and to observe and discuss problems with them. This model now forms the basis of early childhood family education programs throughout the state. The programs' major components are parent support, programming for early childhood education, and home learning experiences. Recent innovations in the program include family programs for at-risk parents, "Daddy with Kids" sessions, programs for foster parents and natural parents, parent sessions held from Native American and Hmong perspectives, and a discovery center for peaceful conflict resolution through play. A study of the long-term effects of these programs in one community revealed positive influences on for migrant education. Over the course of 20 years, however, MSRTS has continued to increase in size, but not in refinement. The cumulative effect of this growth has been a loss of quality in the information collected and a lack of full data-entry participation in MSRTS across states. In short, while becoming a paperwork burden for schools, the practical value of the system to migrant children has been sharply reduced. The National Commission on Migrant Education made the following recommendations to increase the value of MSRTS: (1) significantly reduce the migrant student's MSRTS record to essential data on school enrollment and health; (2) increase direct access of local educators to MSRTS; (3) provide a role for migrant students and their families in MSRTS; (4) conduct a technical assessment of MSRTS with an independent research agency; (5) design data-quality procedures in MSRTS to ensure completeness, accuracy, and security of student information; and (6) require certification from the Secretary of Education that state agencies are complying with the requirements for MSRTS before approving their applications for migrant programs. (LP)

ED 350 118   RC 018 430

Hughes, Michael D.; And Others
Collaboration II: The Supervisor. Defining Competencies for Supervisors in Public Child Welfare Practice Serving Indian Communities.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Mar 91
NOTE- 240p.; In collaboration with the Inter Tribal Council of Arizona, Inc., the Arizona Department of Economic Security, and the Navajo Nation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indians; *Caseworkers; *Child Welfare; Curriculum Guides; Family Programs; Leadership; *Program Administration; *Social Work; *Supervision; Supervisor Qualifications
IDENTIFIERS- *Indian Child Welfare Act 1978

This curriculum model defines competencies for child welfare supervisors to provide effective services to Indian children and families in Indian communities, on and off federal reservations. The results of a survey of 100 state and tribal child welfare supervisors were used to design the curriculum. The preface (Ann E. MacEachron) contains a historical perspective of the Indian Child Welfare Act and presents results of the survey of child welfare supervisors. Chapter 1, "Comprehensive Child Welfare System" (Michael D. Hughes), presents an orientation to tribal government, casework supervision, and administrative supervision. Chapter 2, "Family Practice in the Native American Community" (Anne Szulgit), highlights how family practice in the Native American community differs in terms of values, the concept of time, group consensus, cooperation, and styles of communication. Chapter 3, "Case Management" (Lorena Naseyowma), discusses decision-making, the role of the case manager, and case management skills. Chapter 4, "Management Skills: Grants, Contracts" (Margaret J. Allen), provides background and activities in proposal development, interagency coordination, contract government among the Carrier tribe of British Columbia, and comparisons with tribal government structures in Alaska Native villages; the Dene Justice Project and traditional Dene methods of social control; a community-based system of justice on the Sandy Lake Reserve, Ontario (Canada); the struggle of the Metis people for recognition; history and practices of the Greenland justice system; Native policing programs in Alberta (Canada) and Greenland; community centers for legal services and legal education; the role of Native courtworkers; the province and tribal courts; a spirituality-based model for mediation and conflict resolution; maximizing community involvement in the juvenile justice system; a Junior Achievement program for community youth or young offenders; specialized foster family care; interpersonal violence and youth suicide among Greenland Inuit; family violence; the Sitka (Alaska) Alliance for Health; and writing skills for community-based justice administrators. (SV)

ED 350 136 RC 018 819

Crouch, Luis A.; And Others

Examining Social and Economic Impacts of Educational Investment and Participation in Developing Countries: The Educational Impacts Model (EIM) Approach. BRIDGES Research Report Series No. 12.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

PUB DATE- Apr 92

NOTE- 46p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Computer Simulation; *Developing Nations; *Economic Development; *Educational Development; Educational Finance; *Educational Policy; Elementary Secondary Education; Enrollment; Financial Support; Foreign Countries; Models; *Outcomes of Education; Population Growth; Productivity; *Role of Education; Rural Education; Womens Education

IDENTIFIERS- *Educational Impacts Model; Gross National Product; Pakistan

From 1960 to 1980, school enrollment and educational expenditures in developing countries experienced significant expansion. By the late 1980s, however, this trend had slowed. This report examines the impact of education upon welfare and productivity. A unified global data set is used to address the question from a macroeconomic, gender-specific, and multisectoral perspective. The data support the following conclusions: (1) enrollments in education grow principally as a result of increased supply; (2) rates of completion increase with increased spending per student; (3) education of women lowers fertility rates and infant mortality rates, eventually contributing to population-growth decline and improvement of life expectancy; and (4) education participation rates have an indirect effect on growth of GNP. Data from 80 countries were integrated into a computer simulation model, the Educational Impacts Model (EIM). EIM focuses primarily on population growth and economic productivity. It was designed as a tool to support efforts of education ministers in developing countries to increase allocations to their sectors. Data from Pakistan are used as a demonstration of EIM. The document includes tables, charts, and graphs illustrating the educational and economic data used by the simulation model. This document contains approximately 70 references. (TES) the human appetite to consume the earth's resources and the intensification of pollution problems is cited. Other related problems include water resource feuds, energy source depletion, contamination, greenhouse effect, and climatic changes. These problems are explained and illustrated with specific incidents of environmental conflicts. Oil resources are referred to as one of the most important issues of the next decade because of its close tie with the economic well being of the United States. The use of non-polluting renewable energy sources and further study are encouraged to allow for a better understanding of our relationship to the natural world and to foster sustainable systems. (Contains 14 references.) (MCO)

ED 350 154 SE 053 007

Lux, Donald G., Ed.
Science, Technology, Society: Opportunities.
PUB DATE- 92
NOTE- 88p.; For part one of this theme, "Science, Technology, Society: Challenges," see SE 053 008. Covered at the article level in CIJE.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - General (050),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Evaluation; Higher Education; *Integrated Curriculum; *Science and Society; *Science Education; Science Instruction; *Social Studies; *Technical Education; *Technology; Trade and Industrial Education

Recognizing the potential pitfalls resulting from a lack of human foresight lies at the heart of the science-technology-society (STS) movement. This issue of "Theory Into Practice" is the second part of a two-part series that examines the educational opportunities arising as educators attempt to develop student understanding of STS. In the first article of this issue, Donald H. Bragsaw examines the opportunities to work across traditional boundaries to integrate knowledge to an extent greater than our histories have yet seen. Leonard J. Waks describes a responsibility spiral, an organizing framework to help educators identify, select, organize, and sequence learning experiences designed to promote the understanding necessary for responsible citizenship. The integrative theme is explicated further by Gerald W. Marker and Glen Aikenhead in articles on social studies and science instruction, respectively. Patrick Fullick describes a project in the United Kingdom that is intended to teach students about the social, economic, and technological aspects of science, the SATIS (Science and Technology in Society) project. Direct, hands-on experiences are advocated in separate articles by Sharon A. Brusic and Phillip A. Heath as opportunities to provide an experiential arena for issues-oriented instruction. Paul W. De Vore discusses the new order of knowledge and understanding required for a quality human future. Dennis W. Cheek examines new approaches to the evaluation of student learning and understanding. Wanda T. May returns to the integrative nature of STS and notes that the complex issues and events cannot be located, studied, or resolved in single "academic disciplines." (PR)

ED 350 155 SE 053 008

Lux, Donald G., Ed.
Science, Technology, Society: Challenges.

(055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Engineering Education; Enrollment; Evaluation Methods; *Females; Mathematics Education; Program Effectiveness; Program Evaluation; *School Community Programs; School Community Relationship; *Science Education; Science Interests; Sex Bias; *Sex Fairness; *Student Attitudes; Student Motivation; Student Participation
IDENTIFIERS- *Mathematics Interests; Women in Science

This brochure, one in a series of four, is designed to assist program directors, teachers, and evaluators evaluate programs to encourage girls in mathematics, science, and engineering. Seven sections cover the why, the what, and some of the how of program evaluation. The first section explains why programs need to be evaluated. The second section addresses the question of what must happen for a program to be considered successful. The third section provides four methods by which programs can be evaluated. The fourth section suggests questions that participants should answer to measure attitudes toward the program. The fifth section provides methods by which the information received from evaluation can be utilized. The sixth section suggests that the impact a program has had on participants be examined by making pre- and post-participation comparisons on several variables. The variables include: (1) attitudes toward mathematics and science; (2) mathematics and science courses girls are planning to take; (3) mathematics and science activities girls do voluntarily; (4) knowledge of women in science; (5) career interests; (6) Mathematics and science stereotypes; (7) mathematics and science knowledge; and (8) mathematics and science grades. A final section suggests first steps to evaluate the program. A list of six resources is provided. (MDH)

ED 350 172 SE 053 254

Campbell, Patricia B.
Math, Science, and Your Daughter: What Can Parents Do? Encouraging Girls in Math and Science Series.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 92
NOTE- 9p.; For other documents in the series, see SE 053 252-255.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Elementary Secondary Education; Enrollment; *Females; *Mathematics Education; Parent Participation; Parent School Relationship; *Parent Student Relationship; Role Models; *School Community Programs; Science Education; *Science Interests; Sex Bias; Sex Stereotypes; *Student Attitudes; Student Motivation; Student Participation
IDENTIFIERS- *Mathematics Interests; Women in Science

This brochure, one in a series of four, is designed to assist parents encourage their daughters efforts related to mathematics and science. Addressing the parents in a personal manner, six sections give parents suggestions on how this can be accomplished. The first section emphasizes to parents the importance of mathematics and science in possible career choices. The second section addresses the importance that parent encouragement has on their daughter's attitudes toward mathematics, science, and related careers. The third section

Regulation; Females; Government (Administrative Body); Government Role; *Hearings; Minority Groups; Public Policy; *Racial Discrimination; Sex Discrimination
IDENTIFIERS- Proposed Legislation

This document presents proceedings of hearings held before a congressional committee on H.R. 1, the Civil Rights Act of 1991. In addition to the text of H.R. 1, the live statements and prepared statements of the following individuals and groups are included: Brenda Berkman; John Bishop; Dr. Heidi Hartmann; Kenneth Kimerling; Jacqueline Morris; Kellis Parker; American Bar Association; American Psychological Association; Associated General Contractors of America; Beverly Hall Burns; Mark Dichter; Rep. Julian Dixon; Nancy O'Mara Ezold; Zachary Fasman; Rep. William Goodling; Rep. Steve Gunderson; Pamela Hemminger; Rep. William Jefferson; Loria Kelman; Freada Klein; Lawyer's Committee for Civil Rights Under Law; Leadership Conference on Civil Rights; National Council of La Raza; National Foundation for the Study of Employment Policy; National Women's Law Center; NOW Legal Defense and Education Fund; People for the American Way; Pamela Perry; Progressive Policy Institute; Rep. John Reed; Lois Robinson; David Rose; Susan Deller Ross; Benjamin Schneider; U.S. Department of Justice, Civil Rights Division; U.S. Equal Opportunity Commission; Joan C. Welsh; and Women's Legal Defense Fund. (DB)

ED 350 194 SO 022 070

Arata, Luis O.
Hispanic Cultural Theme Studies for Elementary Schools.
SPONS. AGENCY- Connecticut Humanities Council, the State Committee of the National Endowment for the Humanities.
PUB DATE- 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; *Elementary Education; Foreign Culture; History Instruction; *Instructional Materials; *Latin American Culture; *Latin American History; *Social Studies; World History
IDENTIFIERS- *Narrative Text

These materials provide narratives about selected topics of cultural importance in the Hispanic world from the pre-Columbian past until after the Spanish conquest. The materials are designed for enrichment of current programs, and can be used in a variety of areas by elementary school teachers. The topics are treated in a story format so that history appears like an adventure with a certain logic that the students can uncover and form opinions about. Each narrative is followed by suggestions for further exploration and a bibliography to help teachers to obtain additional materials for more in-depth coverage. Sixteen theme studies are included: (1) Babel Bookstore; (2) At Sea; (3) The Desert; (4) The Lost Treasure of El Dorado; (5) Real Treasures; (6) Geographies; (7) Maps; (8) Lost Continents; (9) Numbers; (10) Quetzal; (11) The Maya; (12) Popol Vuh; (13) Columbus; (14) Hernan Cortes; (15) The Way to Quezaltenango; and (16) Waiting for Viracocha. (DB)

ED 350 195 SO 022 077

Social Responsibility: A Teachable Skill.
PUB DATE- 78
NOTE- 21p.

of resources are covered: libraries, cultural organizations, places of interest in San Francisco Chinatown, historical sites, printed materials, and audiovisual materials. Four appendices also are included: (1) Alphabetical index of organizations; (2) Distributors of printed materials; (3) Distributors of audiovisual materials; and (4) Embassy and consulates general. (DB)

ED 350 218   SO 022 416

Discovering Marco Polo: A Resource Guide for Teachers.
PUB DATE- 82
NOTE- 113p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian History; Elementary Secondary Education; Foreign Countries; Foreign Culture; History Instruction; *Instructional Materials; Social Studies; Teaching Guides; *World History
IDENTIFIERS- *China; *Polo (Marco)

This guide is designed for teachers who wish to teach about Marco Polo and his travels to China during the 13th century. The guide was originally developed for use with a television series about Marco Polo; it can successfully be used independent of the series, however. A prologue gives the reader a basic introduction to what is known of the life of Marco Polo. The first part of the text provides the larger historical context for Polo's journey, from European, Mongol, and Chinese perspectives. The second part of the text divides Marco Polo's observations of China into four separate chapters organized around different topics. These topics are Kublai Khan; places and cities; people, culture, and technology; and conflicts within and without. An epilogue briefly describes what happened to East-West contact after Marco Polo. Six appendices provide a synopsis of the television mini-series, a cast of characters, a timeline, map, classroom exercises, and a 10-item bibliography. (DB)

ED 350 219   SO 022 417

Chang, Michael; And Others
Rural Development in China: Grades Nine to Twelve.
PUB DATE- 87
NOTE- 82p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Asian Studies; Communism; *Developing Nations; *Economic Development; Economic Factors; *Economics Education; Foreign Countries; High Schools; Learning Activities; *Rural Development; Rural Economics; Social Change; Socialism; Teaching Methods; Units of Study
IDENTIFIERS- *China

This unit consists of four lessons suitable for grade levels 9 to 12 and teacher background articles corresponding to each of the lessons. Lesson 1 provides an introduction to developing countries and the importance of agriculture in their societies. Students compare various economic indicators and sectors in developed and developing countries. Lesson 2 introduces the background information, four general views of the primary problems in the economy, and a variety of proposals for immediate steps the federal government could take to revitalize the economy. "Welfare Reform: What Should We Do For Our Nation's Poor?" presents background information on poverty and the welfare system and four approaches to welfare reform. "The Role of the United States in a Changing World" offers four alternative approaches for the future of U.S. foreign policy. The Leaders Guide provides questions for leading a discussion on each of these issues, and suggestions for organizing a study circle. (DB)

ED 350 241 SO 022 578

Landis, Mark
Recent Scholarship on the Origins of the U.S. Constitution: A Guide for Teachers of American History.
PUB DATE- 90
NOTE- 117p.; A product of the Summer Institute.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Constitutional History; High Schools; *Historiography; *History Instruction; Political Science; Social Science Research; Social Studies; *United States History
IDENTIFIERS- *United States Constitution

This guide is designed to introduce high school teachers of American history to the most recent scholarship dealing with the origins of the U.S. Constitution. Surveys of recent scholarship on constitutional origins are organized by the following topics: historiography of the Convention, the Anti-federalists, The Federalist Papers, ratification of the Constitution, and the Bill of Rights. The guide also includes three sample lesson plans: the debate for ratification of the U.S. Constitution in the State of New York; Factions and parties in American politics; and Case study: the election of 1800. A number of bibliographies on a variety of topics about constitutional scholarship also are included. Finally, the guide contains two articles: "The E Pluribus Unum Simulation" (James B. M. Schick); and "What Every Student Should Know about the Bill of Rights" (Mark P. Petracca). (DB)

ED 350 242 SO 022 581

Core Course Proficiencies: Social Studies.
PUB DATE- Jul 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; *Core Curriculum; Educational Objectives; Foreign Culture; High Schools; History Instruction; *Minimum Competencies; *Social Studies; *State Standards; *Student Educational Objectives; United States History; World History
IDENTIFIERS- *New Jersey

The State of New Jersey has established core proficiencies for those courses most high school students take to meet state

LINGUA program (which promotes improvement in foreign language competence and includes measures to promote inservice training of foreign language teachers). The information in this document includes data on the 12 European Community member states: Belgium (French-speaking and Dutch-speaking), Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Luxemburg, The Netherlands, Portugal, and the United Kingdom. Each section offers tables with information in four areas: (1) type and length of training; (2) organization; (3) financing; and (4) training conditions. (SM)

ED 350 262 SP 034 000

Success for Beginning Teachers. The California New Teacher Project 1988-92.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Educational Finance; Educational Policy; Elementary Secondary Education; Evaluation Methods; Minority Groups; Staff Development; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Persistence; Teaching Experience; Teaching Skills
IDENTIFIERS- *California New Teacher Project

The California New Teacher Project (CNTP) has demonstrated that intensive support, continued training, and informative assessments of teachers in their first professional years result in better instruction for students and higher retention rates for teachers. The 37 projects of CNTP were funded on the basis of their plans to implement alternative methods of supporting and assessing first-year and second-year teachers. This report summarizes the background, findings, and conclusions of CNTP. Results of CNTP pilot projects demonstrate that intensive induction programs for new teachers produce improved performance by teachers and students, improved instruction for diverse students, and very high retention of beginning teachers. Before making recommendations for needed changes in the assessment of beginning teachers, the project investigated existing systems for evaluating teacher candidates and new teachers and found that current assessment methods do not constitute a coherent or effective system for assuring the public that teaching credentials are granted only to competent individuals. At the same time, the researchers requested and evaluated several alternative methods of assessment, through classroom observations, portfolio reviews, interviews, simulation tasks administered to beginning teachers, videotape scenarios, multiple choice examinations, and interactive computer-aided assessment. Through this process various conclusions were reached, among them that there is no one "best" assessment approach and that the most appropriate approach depends on what is being assessed and the purpose for which the information is to be used. The report concludes with eight suggested next steps for policymakers. A list of sponsors of local pilot projects is also included. (IAH)

ED 350 263 SP 034 013

Williams, David Dwayne
Preparing Teachers as Naturalistic Inquirers: Responding to the Face of the Other.

educational approaches. Each approach attracts faculty with a particular perspective about higher education, and often, these perspectives are in conflict. The paper discusses strategies employed at the university to examine diversity in educational approaches, expand perspectives, and develop a unity of purpose with a diversity of paths. Focus was on four major goals: (1) developing cooperation among faculty with very different views of the institutional mission; (2) encouraging discussion and critical examination of diversity issues to minimize confrontation and maximize respect and understanding; (3) confronting racist and sexist behavior as manifested in the classroom and other areas of campus life; and (4) using scholarly disciplines to study diversity from different perspectives and develop solutions to campus issues. A curricular development project and a project to develop a multicultural perspective involving the larger community, both funded by foundation grants, are described; it is shown that project activities helped faculty to see in direct and personal ways, the importance of diversity issues in their own disciplines, to develop positive ways of confronting racist and sexist behavior on campus, and to perceive that curriculum problems are not simply intellectual concerns but are problems which the community experiences on a daily basis. (LL)

ED 350 281 SP 034 075

Walters, Joan T.
Technology in the Curriculum: The Inclusion Solution.
PUB DATE- Jun 92
NOTE- 9p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Course Content; Curriculum Design; Curriculum Development; Curriculum Guides; *Educational Objectives; Educational Technology; Higher Education; *Interdisciplinary Approach; Preservice Teacher Education; Program Design; *Teacher Education Curriculum; *Teaching Skills
IDENTIFIERS- College of Saint Elizabeth NJ

Although today's schools are rapidly acquiring computers and increasingly relying on them for instructional purposes, training of teachers to use computers in the classroom has not kept up with this trend. If teachers are to be held accountable for integrating computers into their instructional repertoire, they deserve systematic exposure to technological enhancements at all levels of a coherent, interrelated preservice curriculum. Teacher education programs vary in their approach to helping preservice teachers to develop computer competency. The education faculty at the College of Saint Elizabeth (New Jersey) developed a project to establish a teacher education curriculum in which computers would be systematically integrated throughout course content and field experiences. Computer skills, knowledge, and competencies would be acquired by students through a developmental process spanning four stages: awareness, adaptation, analysis, and application. These stages and accompanying activities correspond to the 4-year comprehensive teacher education curriculum. An outline of program goals and activities identifies competencies, supported by behavioral objectives, that correspond to each of the four stages in the developmental process. The integration of premodule survey was administered to all entering freshmen (N=563) in an all male liberal arts college during the first 2 weeks of the first semester. A postmodule survey was administered during the second semester after a module on AIDS and STDs was presented. Findings are consistent with the literature which indicates that knowledge does not necessarily change behavior to be less risky and that education alone is not sufficient to prevent high risk sexual behaviors. The results of the surveys are presented in 12 tables. (LL)

ED 350 300 SP 034 122

Starkman, Neal
Teaching Young People about AIDS.
PUB DATE- 92
NOTE- 7p.; "Get Real about AIDS" is available from Roberts, Fitzmahan & Associates, Inc., 9131 California, SW, Seattle, WA 98138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Design; Elementary Secondary Education; *Health Education; *Instructional Material Evaluation
IDENTIFIERS- *Sexually Transmitted Diseases

To date, education is the only method that has worked to prevent the spread of Acquired Immune Deficiency Syndrome (AIDS). Effective AIDS prevention must do two things simultaneously: emphasize that AIDS is a worldwide issue, that males and females of all ages, colors, and nationalities are susceptible to the virus; and emphasize that AIDS is a personal issue, that the cessation of the disease can be found in discrete, individual behaviors and attitudes. An effective school-based AIDS prevention curriculum should: (1) be based on current research about how young people contract Human Immunodeficiency Virus (HIV); (2) teach students to use the information they have learned; (3) begin early and be ongoing; (4) be easily incorporated into a total approach to health education and wellness; (5) have both abstinence and "safer sex" messages; (6) include parental involvement; (7) be culturally sensitive; (8) include teacher training; (9) be participatory and varied in its methods; (1) be easy to use, inclusive, and flexible; and (11) be cost efficient. A curriculum that meets these criteria is "Get Real About AIDS," a self contained program available for three age levels--4-6, 6-9, and 9-12. (LL)

ED 350 301 SP 034 125

Feiman-Nemser, Sharon; Parker, Michelle B.
Los Angeles Mentors: Local Guides or Educational Companions?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; Elementary Secondary Education; *Mentors; Role Perception; School Districts; *Teacher Education Programs; Teacher Persistence; Teacher Recruitment; *Teacher Responsibility; Teaching (Occupation)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Centralization; Health Facilities; Higher Education; Institutional Characteristics; *Institutional Research; *Research Administration; *Teaching Hospitals
IDENTIFIERS- *Academic Health Centers; *AIR Forum

A study was done of the characteristics of institutional research in 51 academic health centers. Overall, slightly less than half of the centers had an identifiable institutional research unit. In general, the more autonomous the center from its parent campus, the more likely it was that it would have a separate institutional research unit. The organizational location and the background of the staff of academic health center institutional research units were found to be comparable to those of other institutions. Academic health center institutional researchers were involved in a wide variety of tasks. They were less frequently involved in enrollment-related studies and student characteristic studies than are their counterparts in other institutions. Among academic health centers, the tasks commonly associated with institutional research differed based on the location of the office (main campus or health center) and the type of office. Offices on the main campus are more often involved in enrollment analyses and in salary studies. Included are 4 tables and 11 references. (Author/JB)

ED 349 858 HE 025 775

Cherland, Ryan M.
Total Quality Management: Statistics and Graphics II-Control Charts. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992). For a related paper, see ED 336 038.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charts; Higher Education; Human Resources; *Institutional Research; *Quality Control; Reports; *Statistical Analysis; Teaching Hospitals
IDENTIFIERS- *AIR Forum; Graphic Representation; *Total Quality Management

An examination was conducted of the control chart as a quality improvement statistical method often used by Total Quality Management (TQM) practitioners in higher education. The examination used an example based on actual requests for information gathered for the Director of Human Resources at a medical center at a midwestern university. The request was for an analysis of the relationship between the number of hours for which employees were being paid, the employees' budgeted full-time equivalency, and the actual hours being worked. The data were illustrated using three types of control charts--two described controlling process variability and one described controlling a process mean. The analysis showed that for the most part the number of regular hours being worked was stable, with the only exceptions occurring during pay periods which included holidays. The graphics of the analysis and an accompanying report were reviewed with a favorable reaction from the Human Resources department due to the informative nature of the data. The study concluded that TQM methodologies provided the researcher with tools to aggregate and present updated context of the OAPRAS model that includes meaningful participation by each planning unit (department or office). The resource allocation component is then examined, and planning and budgeting elements are integrated. The paper then discusses the creation of an institutional plan, which provides a basis for a systematic method of annual qualitative accountability updates and allows for a quantitative measure of the amount of resources spent on each strategic goal. Finally, problem areas that became apparent with implementation of the planning program are revealed, such as role identification, definitions, reports, and time requirements. (GLR)

ED 349 876 HE 025 793

Taylor, Allan
Categories of Electronic Publications in a College Information System. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- College Faculty; College Students; *Computer System Design; *Electronic Mail; Evaluation; Higher Education; Information Needs; *Information Networks; Information Retrieval; Information Systems; *Information Utilization; Online Searching; *Online Systems; Reference Services; School Publications; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *AIR Forum; Queen Margaret College (Scotland)

This paper identifies and describes the categories of electronic publications (EPs) in a document-based communication and information system called JIMMY, developed by Queen Margaret College (Edinburgh, Scotland) for use by students and staff in general arts and paramedical courses. The use of computer-mediated communication systems like bulletin boards, electronic mail, and post-coordinate boolean retrieval technologies is discussed, together with user behavior and attitudes toward the system's adoption. A user requirements survey determined that principal categories of EPs that should be displayed included past examination papers, syllabus material, abstracts of articles, timetables, and assignment specifications. Survey reports from 12-month operational trials indicate that from 14 categories of EPs identified for use, course syllabus information was the most popular for viewing on video display screens, with bulletin board interfaces showing preference over post-coordinate boolean retrieval methods. Possible enhancements to the system are listed as well as the main criticisms. It is noted that the system not only proved to be an academic awareness tool, but that it also became a valuable educational resource and teaching tool. (GLR)

ED 349 877 HE 025 794

Muffo, John A.; Krallman, John D.
Kaizen and the Art of University Administration. AIR 1992 Annual Forum Paper.
PUB DATE- 11 May 92
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *Commuter Colleges; Dropout Rate; Faculty College Relationship; Higher Education; Minority Groups; *Organizational Objectives; Outreach Programs; *School Holding Power; Student College Relationship; Student Recruitment; Urban Areas; Urban Population; *Urban Universities
IDENTIFIERS- *Chicago State University IL

This speech describes Chicago State University's (CSU) model for encouraging student retention and success and the organizational changes that were necessary to implement the model during a period of fiscal constraints. A description of the institution and its context notes that CSU is a comprehensive, urban, commuter university serving a predominantly minority student population who are often the first in their family to attend college, are older than the traditional college student, and are balancing work and family responsibilities with school attendance. Initiating the new retention program required development of preliminary 7-year goals for retention and graduation, revising the budget process, and building connections with local public schools. The second stage involved creating an educational environment that met the needs of the student body by creating a sense of community through a faculty phoneathon to recruit students and respond to their questions, decentralizing student advising, and contacting the year's prior freshman class over the summer to increase the second year retention rate. Other initiatives have included implementing 15 minute one stop registration and financial aid application routines, welcome activities, faculty incentives and development, academic support services, community outreach efforts, resource reallocation, and expanded evening and weekend course offerings. (JB)

ED 349 895 HE 025 814

Roig, Miguel; Ballew, Carol
Attitudes toward Cheating by College Students and Professors.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; *College Faculty; *College Students; Higher Education; Private Colleges; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship; Urban Universities
IDENTIFIERS- *Attitude Toward Cheating Scale; New York (New York)

A study was done of student and faculty attitudes to cheating at two New York City metropolitan area universities, one private and one public. The study population consisted of 404 students and 120 professors. All subjects responded to the Attitude Toward Cheating scale. This scale consists of 34 statements relating to various forms of academic cheating. Participants rate each item using a 5 point agree/disagree scale. Students completed two copies, one according to their own opinion, and another copy according to the opinions of "a typical college professor." Likewise, the professors were asked about their own opinions and about the opinions of a "typical college student." Data were subjected to a split plot analysis of variance with position and sex as between-subjects factors, and opinion as the within-subjects factor. All three main effects yielded information about the impact of campus policies and practices on the learning environment as it is experienced by faculty and students. Appendices include lists of other publications and resources, a sample survey format, and a 1990 list of the members of the National Task Force for Minority Achievement in Higher Education. Contains a 10-item bibliography. (GLR)

ED 349 915 HE 025 839

Kruzel, Sandra L.
Incorporating International Business Concepts into the High School Curriculum.
PUB DATE- Mar 92
NOTE- 19p.; Paper presented the the Annual Meeting of the Eastern Michigan University Conference on Languages and Communication for World Business and the Professions, (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; College School Cooperation; *Cooperative Education; Global Approach; Higher Education; *High Schools; *International Education; International Studies; Mentors; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Toledo Public Schools OH; University of Toledo OH

This document is comprised of a journal article ("Business Education with an International Flavor") and conference presentation handouts describing a 2-year course in international business management available to high school juniors and seniors in Toldeo Ohio. This program is a 2-year vocational business program for juniors and seniors in high school. The course was designed to develop students' global awareness and understanding of various cultures as they relate to American business. A survey of 20 Toledo-areas companies taken in the early stages of developing the course of studies showed 100 percent support for the program. Some business leaders worked with the schools to develop the program and to work on promotion, recruitment, curriculum development, and student requirements. Members of the International Studies Institute of the University of Toledo also helped with curriculum development. The overall course of study involves a combination of business administration subjects and international world trade concepts. Each student in the program has a sponsor who is a business professional in an international division of a Toledo-area company and who serves as a mentor for the 2 year period. Students are required to be fluent in or studying a foreign language. Two local universities also offer courses open to the students in the program. The handouts include various course materials including the course outline, guidelines for sponsors, and locations of program inquiries. (JB)

ED 349 916 HE 025 840

Burling, Philip; Matthews, Kathryn A.
Responding to Whistleblowers: An Analysis of Whistleblower Protection Acts and Their Consequences.
PUB DATE- Mar 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Abuse; *College Students; *Drug Abuse; *Educational Resources; Health Promotion; Higher Education; Instructional Materials; *Prevention

This publication is a guide to resources for alcohol and drug abuse prevention programs aimed at college youth. The first section offers 20 facts emphasizing the seriousness of drug and alcohol abuse among college students, including the following: of the current student body in the United States, 2 or 3 percent will eventually die from alcohol-related causes, about the same number as will get advanced degrees. The second section describes 15 prevention materials. Each description of a poster, commuications packet, video, or other item includes a notation of the organization producing it, the year, format, context, topic, mode of delivery, target audience, setting, readability, and location where it is available. The following section is a list of 39 reports, studies, and articles on college students and substance abuse including a citation of source and an abstract of the document. The final section lists groups, organizations, and programs on college youth offering the title, address, and telephone number of 19 organizations. (JB)

ED 349 935 HE 025 942

Barrow, Clyde W.
The Postindustrial University: Fiscal Crisis and the Changing Structure of Academic Labour.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Economic Change; *Economic Factors; Economic Impact; Educational Finance; Educational Trends; Faculty College Relationship; Faculty Development; *Financial Exigency; *Higher Education; Institutional Administration; Labor Economics
IDENTIFIERS- Fiscal Response; *Postindustrialism

This paper, in reflecting on socioeconomic trends that will affect higher education in the 1990s, argues for a "postindustrial" university model. The paper predicts that the current fiscal crisis in American higher education will persist throughout the 1990s as a result of: (1) slowly rising state appropriations, (2) market constrains on pricing, (3) non-deferrable capital maintenance requirements, (4) a "baby boom echo", and (5) faculty shortages by the end of the 1990s. The argument suggests that the convergence of the first three trends has lead to a fiscal crisis that will only intensify as the fourth and fifth trends strike campuses during the mid- and latter 1990s. The paper goes on to suggest that academic administrators are responding by emulating the restructuring strategy pursued by private corporations during the previous decade. After discussing the limitations of this response, the paper advances an alternative, the postindustrial model. This model structures academic labor through selective excellence in which institutions eliminate weak programs and maintain strength in fewer areas; with flexible specialization in which the workforce is organized to allow quick shifting from one microworlds with different sets of constraints and a sixth microworld without constraints. Analyses of the study data indicate that continuing experience with the task turned the process of solving addition problems into a routine action, and that the 10-square microworld was effective in narrowing down the number of student choices. The desirability of further study of the transfer from the 10-square model to mental problem solving is indicated. Eight figures are provided. (Contains 16 references.) (ALF)

ED 349 954　　　IR 015 690

Liu, Min
Hypermedia-Assisted Instruction and Second Language Learning: A Semantic-Network-Based Approach.
PUB DATE- 92
NOTE- 32p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Hypermedia; Instructional Design; *Learning Theories; Multimedia Instruction; *Second Language Learning; Semantics
IDENTIFIERS- *Communicative Approach; *Computer Assisted Language Learning; Learning Environment

This literature review examines a hypermedia learning environment from a semantic network basis and the application of such an environment to second language learning. (A semantic network is defined as a conceptual representation of knowledge in human memory). The discussion is organized under the following headings and subheadings: (1) Advantages and Limitations of Hypermedia--nonlinearness, associativity, flexibility, efficiency, disorientation, cognitive overhead, and learner control; (2) Theoretical Assumptions of a Semantic-Network-Based Hypermedia Learning Environment--John Dewey's philosophy, Norman's Mental Model Theory, Craik and Lockhart's Levels of Processing Theory, and Rumelhart and Norman's Modes of Learning Theory; (3) Hypermedia and Semantic Networks; and (4) Semantic-Network-Based Learning Environment and Second Language Learning--Communicative Computer Assisted Language Learning (CALL) and Communicative CALL and Hypermedia Assisted Instruction. It is concluded that a semantic-network-based hypermedia learning environment, grounded in levels of processing theory and modes of learning theory, seems to be particularly appropriate for second language learning, as it provides not only a vivid and natural environment for the accumulation of the facts of a second/foreign language, but also tools to synthesize and integrate the new knowledge, and reconstruct the existing knowledge. Two tables and three figures are included. (Contains 38 references.) (ALF)

ED 349 955　　　IR 015 691

Ritchie, Donn; Dodge, Bernard
Integrating Technology Usage across the Curriculum through Educational Adventure Games.
PUB DATE- 92
NOTE- 10p.; Paper presented at the Annual Conference on Technology and Teacher Education (Houston, TX, March 12-15, 1992).

IDENTIFIERS- *Milwaukee Area Technical College WI; *Project ACCESS WI; Teacher Surveys

This proposal for funding for Project ACCESS (A Curriculum-based Collection Evaluation and Selection System) Library Model for community colleges begins with a project description that discusses curriculum-based collection and services and computer-based operations and management at the Milwaukee (Wisconsin) Area Technical College (MATC) libraries. The next section addresses the need and rationale for a curriculum-based library, including results of a faculty survey, advantages of CD-ROM technology, state mandates for library cooperation, and results of a research review; and the third section presents a statement of objectives. The plan of operations for the 3-year proposal is then described for each objective, and credentials of key and support personnel are summarized. Project evaluation, budget and cost effectiveness, dissemination of project reports, and adequacy of MATC resources are also addressed. Supplemental materials include the proposed budget; a list of MATC programs; a booklet on the MATC Faculty Resource Center that includes a list of curriculum-related materials; minutes of committee meetings; a questionnaire designed to assess priorities for the Faculty Resource Center together with survey results; a report on site visits to other libraries; a report and recommendations leading to the formation of the existing Faculty Resource Center; and personnel resumes. (MES)

ED 349 974 IR 054 131

Claer, Joycelyn H.
Trailblazing in East Texas: A Progress Report on the Forest Trail Library Consortium's Networking Project.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Cataloging; Computer Software; Consortia; Higher Education; High Schools; *Library Automation; *Library Cooperation; *Library Networks; Public Libraries; School Libraries; *Shared Library Resources
IDENTIFIERS- BiblioFile; *Forest Trail Library Consortium TX; OCLC; *Retrospective Conversion (Library Catalogs); Special Interest Groups

This report describes the development of the Forest Trail Library Consortium (FTLC), a network of academic, public, and school libraries in Texas. The growth of FTLC from 4 charter members to its current 16 members is traced, including details about goals and funding. The role of special interest groups (SIGs) is examined, and the goals and recommendations developed by the SIG on retrospective conversion are presented. The rationale for the selection of BiblioFile workstations for retrospective conversion is discussed, along with details about the reconversion procedures. The agreement negotiated with OCLC that provided for certain libraries to be designated as OCLC processing centers for the consortium is explained, including procedures for identifying and shipping materials, and problems with incompatible barcodes are addressed. Activities of other SIGs concerned with acquisitions/collection development, cataloging/authority control, circulation, databases and equipment, and training and documentation are summarized. Supplemental materials include an FTLC organizational chart, the retrospective conversion model, a diagram of the OCLC processing center arrangement, a retrospective conversion log sheet, and a list of member libraries. (MES)

Literature; Depository Libraries; Drug Education; Elementary Secondary Education; Environmental Education; *Government Publications; Nutrition; Safety Education; Sex Education
IDENTIFIERS- *Government Printing Office

This annotated bibliography describes 159 of the books for children that are available through the Government Printing Office (GPO), including coloring books, picture-story books, activity books, comic books, and readers. Publication dates range from 1944 to 1990. The books are arranged according to the government agency that issues them. Brief annotations describe the content and format, and intended age groups are indicated whenever this information appears in the publication. Topics of nonfiction works include alcohol and drug abuse; babysitting; teenage parenting; nutrition; acid rain; the environment; making things from junk; traffic safety, and stamp collecting. Fiction includes Native American folk tales. An attached resource guide provides information on how to obtain copies of the publications, including a list of all government depository libraries in Florida and the addresses of the Florida GPO bookstore and the Superintendent of Documents. Also listed are resources that can be used for locating the addresses and telephone numbers of government agencies that issue the children's books. It is noted that these agencies may make publications available in bulk quantities. (KRN)

ED 349 994 IR 054 175

Facts & Features about IFLA: The World of Library and Information Services.
PUB DATE- 92
NOTE- 30p.; For related documents, see IR 054 178-179, IR 054 182-183, IR 054 190, and IR 054 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Foreign Countries; *International Organizations; *International Programs; *Library Associations; Library Services; Objectives; Program Descriptions
IDENTIFIERS- *International Federation of Library Associations

Addressed to prospective members of the International Federation of Library Associations and Institutions (IFLA), this brochure describes IFLA's structure and activities; explains the benefits of membership; and provides membership application forms. The following topics are covered: (1) the aims and structure of the organization; (2) the universality of IFLA, substantiated by a list of 135 countries that have members and a chart indicating the growth in membership since 1971; (3) the comprehensiveness of IFLA, which offers a professional home for library associations, libraries, and librarians of all types and expertise; (4) the representative status of IFLA in its relationship with other organizations; (5) categories and costs of membership and affiliation; (6) the benefits of joining IFLA, with information on expenditures for several types of programs and plans for future conferences; (7) IFLA publications, including a list of titles that illustrates their scope; (8) correspondence addresses and objectives for IFLA core programs related to publications, telecommunications, preservation, bibliographic control, and the third world; (9) addresses and descriptions of regional activities and the ALP (Advancement of Librarianship in The Third World Core Programme), including grants for developing regions; and (10) IFLA grants, scholarships, and fellowships. Information on joining IFLA and applications for association, institutional, prepared at Appalachian State University for use with college students and library staff. (KRN)

ED 350 012 IR 054 197

IFLA Communications 1991: A Bibliography of IFLA Conference Papers. IFLA Professional Report No. 31.
PUB DATE- 92
NOTE- 79p.; For text of papers presented at the 1991 IFLA Conference, see ED 342 393-402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cataloging; Childrens Literature; *Conference Papers; Disabilities; Information Technology; *International Organizations; Library Administration; *Library Associations; Library Collections; Library Education; Library Research; Library Services; *Seminars; *Workshops
IDENTIFIERS- International Federation of Library Associations

This annual bibliography lists 232 papers and reports presented at meetings and seminars held or sponsored by the International Federation of Library Associations and Institutions (IFLA) in 1991. The first of two parts lists papers delivered at the general conference, workshops, and pre-session seminar. These papers are listed under the heading of the IFLA professional group divisions that organized the meetings These divisions are: (1) General Research Libraries; (2) Special Libraries; (3) Libraries Serving the General Public; (4) Bibliographic Control; (5) Collections and Services; (6) Management and Technology; (7) Education and Research; and (8) Regional Activities. The second part of the bibliography lists papers delivered at meetings held outside of the general conference and throughout the year. Entries are given in a simplified ISBD form using English as the cataloging language. Each entry provides information on title, subtitle, author(s), number of pages, references, and page number of the original language version. Papers are cited by their language of origin; when translations are available, they are listed by title, subtitle, and paper number as notes to the entries. The author index provides references to the entry numbers and lists the libraries and other institutions where the authors are employed. Most of the papers are available from the IFLA resource centers and regional offices (the addresses for which are appended), or from the secretary of the sections under whose auspices the meetings were held. General conference papers are also available through ERIC. A list of 31 IFLA professional reports and a form for ordering them are also provided. (KRN)

ED 350 013 IR 054 198

Kaegbein, Paul, Ed.; Marx, Antje, Comp.
International Directory of Experts in Library History. IFLA Professional Reports: 32.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Faculty; Foreign Countries; Higher Education; History; Intellectual Disciplines; *International Cooperation; Library Research; Public Libraries; *Researchers; Special Libraries
IDENTIFIERS- France; Germany; *Historians; Japan; *Library

year-end report by Mark Palek which reviews workshops, training, teleconferences, and mentoring institutions conducted, outside experts consulted, and faculty resources developed. In section 2, handouts from two workshops are provided: "Seminar in Teaching Techniques To Use for the Limited English Proficiency Student" and "Strategies for Meeting the Needs of a Diversity of Students in the Classroom." Section 3 contains a bibliogrphy and a list of policies and resources on outcomes assessment prepared by members of the FDT. In section 4, brief reports from the recipients of 20 faculty development grants providing descriptions and evaluations of activities undertaken are presented. Finally, section 5 contains "Evaluation Report: Year One, South Seattle Community College Faculty Development Program," by John P. Smith, an external evaluator. A survey instrument used to solicit faculty attitudes about the program is appended to the evaluation report. (MAB)

ED 350 029   JC 920 480

Badra, Robert
The Humanities, Science and Technology: Making Connections.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty Development; *Humanities; Humanities Instruction; *Interdisciplinary Approach; *Philosophy; Postsecondary Education; *Science and Society; Seminars; Summer Programs; *Teacher Workshops; Technological Advancement; Two Year Colleges

In the summers of 1991 and 1992, 4-week faculty institutes were held at Kalamazoo Valley Community College (KVCC), in Michigan. Funded by grants from the National Endowment for the Humanities, the institutes sought to examine the ways in which the humanities, science, and technology have each advanced human understanding. During the 1991 institute, 20 to 22 KVCC faculty representing such diverse disciplines as auto-mechanics, nursing, photography, and physics, participated in the four, week-long programs of the institute, each taught by a visiting scholar. Subjects of the 1991 sessions were: "Rene Descartes, David Hume and the Enlightenment"; "Dante"; "Japanese Neo-Confucianism: Kaibara Ekken and Thomas Berry"; and "Socrates, Marcus Aurelius, Epicurus, Bacon, Darwin, Bergson, Merton." The summer 1992 institute, whose overall theme was "The City: Where Connections Are Made," considered the following four subthemes, one for each week of the institute: "The Gender Connection"; "The Work Connection"; "The Spiritual Connection;" and "The Ethics Connection." As in the first institute, 20 faculty participated in the 1992 sessions, completing preparatory readings, and maintaining written journals during the course of the sessions. The institute format included readings, discussions, films, and lecture presentations by the visiting scholars. Participants were required to complete two essay examinations (mid-term and final), and to submit their journals at the end of the institute. A list of faculty participants from KVCC, visiting faculty mentors, a review of the questions the institute sought to answer, and a bibliography of readings are included. (PAA) producing usable responses from 67% of the faculty. In order to identify the relationship between effective faculty behaviors and administrative policy and practice, phase 3 consisted of case studies of 12 community colleges, involving site visits, interviews, and an examination of college documents. Effective faculty behaviors were examined in the areas of outreach and student recruiting; mentoring and advising; academic support; campus climate; student assessment; good teaching practices; adaptive instruction; and emphasizing achievement. Study findings included the following: (1) at all institutions, faculty reported high involvement in student assessment, good teaching practices, and in emphasizing achievement; (2) faculty reported lower levels of involvement in mentoring and advisement, and campus climate activities; and (3) faculty members reported higher involvement in effective behaviors at colleges at which faculty and administrative values did not conflict. The report includes in-depth analyses of faculty working conditions, role definitions, evaluation and reward systems, organizational structure, governance, and professional development opportunities as they relate to effective faculty behaviors. Recommendations for achieving and maintaining effective learning environments, the survey instrument, and data tables are included. (PAA)

ED 350 046 JC 920 499

Burke, Marilyn; And Others
Computer-Assisted Vs. Text-Based Practice: Which Method Is More Effective?
PUB DATE- 15 Mar 92
NOTE- 12p.; A version of this paper was presented at the Annual Midwest Reading and Study Skills Conference (5th, Kansas City, MO, March 15, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Community Colleges; Comparative Analysis; *Computer Assisted Instruction; Learning Laboratories; Pretests Posttests; Reading Centers; Reading Skills; *Remedial Reading; *Teaching Methods; Textbook Research; *Textbooks; *Time on Task; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Austin Community College TX

Following the introduction of a one-credit practice lab, and computer-assisted practice into a developmental reading course at the Riverside Campus of Austin Community College (Texas), students made gains on course exit test scores. In an effort to determine whether the test-score gains were due to increased practice time or due to the use of computer software, a study was conducted of three cohorts of students in developmental reading skills courses at the college. Twenty-five students were enrolled in two fall 1991 classes using computer-assisted practice labs; 26 students were enrolled in two fall 1991 classes using text-based practice labs; and 52 students were enrolled in four spring 1989 classes utilizing both computer- and text-based instruction methods, but no practice lab. An analysis of student performance on the Nelson Denny Reading Test showed no significant differences between the computer-assisted practice group and the text-based practice group on post-test scores. However, the two practice lab groups (the 1991 cohorts) had significantly higher scores than the 1989 cohort which did not participate in the practice lab. Data graphs and tables are included. (PAA) the following five sections: (1) biographical sketch; (2) the perspective of psychological research and theory; (3) speculative application of the psychological research and theory to the hero; (4) ethical perspective; and (5) connecting the psychological and ethical perspectives. The paper assignment was described in a 10-page handout which was reviewed in detail with students during class. To assist students in analyzing their heroes, class discussions reviewed nine sub-topics within psychology. The assignment also required that students locate and summarize three psychological reference materials, one of which had to be a journal article. A bibliography of reference materials, as well sample hero papers from previous classes were made available through library reserve. Students who had difficulty writing (as assessed in two required rough drafts) were referred to the Writing Center. A copy of the 10-page assignment handout, which includes writing style guidelines, is provided. (PAA)

ED 350 063 JC 920 521

Mulligan, Joan C.; Book, Lynn A.
Who Is This Child? Children's Literature in a Human Development Class.
PUB DATE- Mar 92
NOTE- 22p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, NY, March 18-20, 1992); see JC 920 516.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Childrens Literature; Course Content; Cultural Awareness; Cultural Pluralism; *Developmental Psychology; *Ethnocentrism; Family (Sociological Unit); Higher Education; *History; Humanistic Education; *Interdisciplinary Approach; Multicultural Education; Thematic Approach; Undergraduate Study
IDENTIFIERS- *Diversity Concept; Green Mountain College VT

Among the goals of the teacher of human development is to open students' minds to the diverse cultural and ethnic influences that effect the development of children. A new approach to a semester-long human development course offered at Green Mountain College, in Vermont, is based on the study of children's literature. The course is organized around a historical theme, looking at how society has viewed and treated children through the ages, and across cultures. Within this context, the course examines the development of the child from conception to puberty. Initiation into the multicultural world begins with readings from 17th and 18th century American literature. The first works, by Puritans, reveal a world in which children are to be seen and not heard, are looked upon as inherently evil, and are not supposed to have fun. Readings from 19th century literature tend to portray children as playful, joyous, and mischievous, presaging the "modern child." The more contemporary children's literature lends itself well to the study of stages and areas of child development, while heightening students' awareness of the family of today, which often consists of a single parent, other-than-parent caregivers, and the growing number of gay and lesbian couples with children. The course also explores variations of traditional folk tales from different cultures, allowing for the examination of distinct mores and views of the self.

ED 350 081 PS 020 629

Griffin, Abbey; Fiene, Richard
Promoting Change in State Policy Decisionmaking on Quality Infant/Toddler Child Care and Head Start Services: Study on a Technical Assistance Forum.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comprehensive Programs; Cooperative Programs; *Day Care; *Educational Quality; Family Programs; *Financial Support; Infants; *Policy Formation; Preschool Education; Private Financial Support; *Program Effectiveness; State Aid; Technical Assistance; Toddlers
IDENTIFIERS- *Project Head Start

In June 1991, the National Center for Clinical Infant Programs invited 320 state policymakers, leaders of national and state advocacy organizations, and practitioners to a technical assistance forum on "Finding and Funding Quality Child Care and Head Start Services for Infants and Toddlers." The forum focused on essential practices in high quality care, public and private funding, and quality assurance; and five key concepts: "family-centered services," the "whole baby" approach, "comprehensive services," the "medical home," and "quality early childhood services." A pre- and post-test study assessed the effectiveness of the forum in empowering participants with expert knowledge and implementation strategies that could be used in their states. Responses from a random sample of 58 participants indicated that the participants left the forum with a stronger commitment to: (1) identifying and changing conflicting regulations, eligibility standards, and funding mechanisms for the states' child care systems; (2) strengthening interagency/cross-system planning and the sharing of resources among health, early intervention, and other social services; (3) blending funds to improve the quality of the child care system; (4) disseminating information to parents about available child care and indicators of quality; (5) implementing a system to disseminate health and safety information and train child care providers; and (6) implementing interagency planning among state administrators to ensure that all infants/toddlers in child care are immunized, have health supervision, and are cared for by trained adults. (AC)

ED 350 082 PS 020 645

West-Lewis, Edna L.; Bhavnagri, Navaz
Effect of Home Versus Day Care Environment on the Receptive and Expressive Language Development of Four-Year-Olds.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; *Family Environment; *Language Acquisition; *Listening Comprehension; Parent Background; *Preschool Children; Preschool Education; Questionnaires;

the social and cognitive development of the children and on parent attitudes toward child rearing and education. (AC)

ED 350 100 PS 020 793

Messinger, Daniel; Fogel, Alan
Infants' and Mothers' Offers and Requests: The Effects of Physical Context and Infant Walking.
PUB DATE- May 92
NOTE- 11p.; Paper presented at the Biennial Convention of the International Society for Infant Studies (Miami, FL, May 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Development; *Body Language; Cognitive Development; Infant Behavior; *Infants; *Mothers; *Parent Child Relationship
IDENTIFIERS- Gaze Patterns; *Gestural Representation; Referential Communication; *Walking

This study examined how change occurs in infant gestural communication. Five infants were videotaped once a week from 10 to 12 months and twice a week from 12 to 15 months during play sessions with their mothers in a laboratory playroom. These sessions consisted of 10 minutes of a structured play context in which infants were seated at a table at right angles to their mothers, who had access to a set of standardized toys. This context was followed by 10 minutes of an unstructured play context in which infants and mothers sat on the floor in variable positions with equal access to toys. It was hypothesized that these two contexts would be associated with differences in gesturing due to differences in freedom of movement and access to toys. Results indicated that structured sessions were associated with more infant requests for toys and more gazing at mothers by infants when infants offered toys to their mothers than were unstructured sessions. Infants gestured more and made more requests for toys from their mothers in the unstructured context after they began to walk independently than before. The results suggest the importance of physical context and independent upright locomotion in the development of gestural communication. (MDM)

ED 350 101 PS 020 794

Head Start Improvement Act of 1992. Report To Accompany H.R. 5630. Committee on Education and Labor, House of Representatives, 102d Congress, 2d Session.
PUB DATE- 31 Jul 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; Educational Facilities; *Educational Improvement; *Educational Legislation; Federal Aid; *Federal Legislation; Literacy; Parent Participation; Preschool Education; Student Transportation
IDENTIFIERS- Congress 102nd; *Head Start Improvement Act 1992; Matching Funds; *Project Head Start

This committee report recommends the passage of the Head Start Improvement Act of 1992, which amends the Head Start Act. The committee's report includes discussions of: (1) the history of legislation affecting the Head Start program; (2) the need for the current legislation; (3) local control of allocated funds; (4) a waiver of the requirement for Head Start program negotiation, contract management, and reporting. Chapter 5, "Management" (Robert R. Lewis and Timothy A. Perry), discusses the basic components of management such as planning, budgeting, organizing, staffing, and directing, as well as leadership, organization, and ethics. Chapter 6, "Supervision" (Donald F. Fausel and Linda Tiller), focuses on the skills needed for effective supervision and for surviving the stress of becoming and enduring as a supervisor. (KS)

ED 350 119 RC 018 560

Chavers, Dean
The Indian Dropout: An Annotated Bibliography.
PUB DATE- Jun 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Failure; American Indian Education; *American Indians; Annotated Bibliographies; Dropout Characteristics; *Dropout Prevention; *Dropout Rate; *Dropout Research; *Dropouts; Higher Education; Resource Materials; Secondary Education

This annotated bibliography represents literature on the phenomenon of American Indian students dropping out of school. The bibliography describes 31 titles, including research reports, reports from state departments of public instruction, national reports, action reports, and "how to" books. Of the 31 entries, 18 report on Indian student dropout rates at the secondary and college level. Other reports discuss causes for dropping out of school among Indian students and efforts to prevent Indians from dropping out. The range of dropout rates among American Indians is between 25 and 85 percent. Nationally, the average dropout rate among American Indians in high school is about 50 percent; among American Indians in college, the average rate is approximately 37 percent. Many researchers give a 1-year rate; however, a more accurate way to determine the dropout rate for a population is to conduct a longitudinal study that follows students over a 4-year period beginning when they enter 9th grade. Additionally, looking at college students 6 to 8 years later is more accurate, since very few Indian students complete a college degree in 4 years. Each entry in this bibliography includes the name and address of the institution responsible for the report; the name of the report; the name, address, and telephone number of the author; and an abstract. The bibliography contains charts and graphs illustrating American Indian student dropout rates. (LP)

ED 350 120 RC 018 561

Fafunwa, Aliu Babs, Ed.; And Others
Education in Mother Tongue: The Ife Primary Education Research Project (1970-1978).
PUB DATE- 89
NOTE- 196p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Bilingual Education Programs; Curriculum Development; Educational Policy; Elementary Education; English (Second Language); Foreign Countries; *Language of Instruction; Language Role; Longitudinal Studies;

ED 350 137 RC 018 820

Darnell, F.; Higgins, A. H.
Factors and Issues in Australian Rural Education: A Case for New Perspectives.
PUB DATE- 83
NOTE- 10p.; In: Browne, R. K., Ed.; Foster, L. E., Ed. Sociology of Education. 3rd Edition. Melbourne, Australia, MacMillan Press, 1983. p25-33.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Distance Education; Educational Administration; Educational Change; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Outreach Programs; *Participative Decision Making; *Rural Education; Rural Urban Differences; School Community Relationship; Social Isolation; *Sociocultural Patterns
IDENTIFIERS- *Australia; Isolation (Geographic); Isolation (Professional); Local Autonomy

New interest by Australians in the state of rural education requires new understanding of factors affecting rural education and its related issues. Educational programs have not been flexible enough to cope with rural diversity, a key element in the milieu. Standards such as "equality of opportunity" and "uniformity" have been misapplied to rural Australian education, which is made distinctive by the inter-relatedness of many factors. Three dimensions of isolation are discussed: (1) types of isolation (geographic, cultural, social, and professional isolation); (2) ways of coping with isolation (understanding isolation, developing a sense of community, developing awareness of options, training the isolated, application, and technology); and (3) conditions affecting educational changes in isolated communities (social and political climate, pedagogy, finance, and incentives for change). All these concerns focus on the issue of local control. Formal school systems control programs but often have little knowledge of local conditions and needs. Rural Australian communities may simply warrant different types of schooling. Acknowledgement of this concept and the provision of more local decision-making powers will increase educational flexibility and quality for rural children. (TES)

ED 350 138 RC 018 821

Higgins, A. H.
Distance Education and Pupils: From Horseback to Satellite.
PUB DATE- 81
NOTE- 7p.; Paper presented at the Annual Conference of the Australian and New Zealand History of Education Society (11th, Brisbane, Queensland, Australia, 1981).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; Correspondence Study; *Distance Education; *Educational History; Educational Policy; Elementary Secondary Education; Foreign Countries; Home Instruction; Itinerant Teachers; *Rural Education; *Telecommunications
IDENTIFIERS- *Australia; Citizens Band Radio

PUB DATE- 91
NOTE- 91p.; For part two of this theme "Science, Technology, Society: Opportunities," s SE 053 007. Covered at the article level in CIJE.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - General (050),Collected Works - Serials (022)
DESCRIPTORS- Educational History; Elementary Secondary Education; Global Approach; Higher Education; *Integrated Curriculum; *Science and Society; *Science Education; Science Education History; Science Instruction; *Social Studies; Teacher Education; *Technical Education; *Technology; Trade and Industrial Education

The science-technology-society (STS) movement is emerging at the collegiate level. In elementary and secondary school science, social studies, and industrial arts classes, there is a growing awareness of the need for students to learn about technology and the methods by which it can be directed, made more appropriate, and controlled. This issue of "Theory Into Practice" is the first part of a two-part series that explores methods for approaching the integrated instruction of STS. Authors in this document review the history of science, technology, and social studies education, consider how various disciplines can contribute to the study of this emerging field, and discuss factors influencing the teaching of STS. A conceptualization of STS is introduced in the lead article by Melvin Kranzberg, one of the early proponents of an integrative study of science, technology, and society. In the following three articles, Paul DeHart Hurd, Karen F. Zuga, and Fred Splittgerber take a retrospective look at science, technology and social studies education, respectively, reviewing the history of those fields and related STS themes. The remaining articles address issues that influence people's perceptions of STS and ways in which STS instruction could be approached. Arthur G. Wirth, Merry M. Merryfield, and Jerry Kowal focus on concerns related to the reorganization of work, global perspectives, and a curricular approach to human values, respectively. Articles by Carolyn Carter, Rodger W. Bybee, and Peter A. Rubba discuss access to knowledge, the policy-practice gap, and teacher education. While describing and evaluating the STS movement, these articles point out the nature of the subject matter fields involved and identify potential areas of both cooperation and conflict. (PR)

ED 350 156 SE 053 010

Seever, Margaret
East Environmental Science Magnet High School: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 37p.; For related documents, see SE 053 012, SE 053 065 and SE 053 067.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement; Achievement Rating; Administrator Effectiveness; *Educational Assessment; Educational Quality; Environmental Education; Evaluation Methods; Formative Evaluation; High Schools; Institutional Characteristics; Instructional Effectiveness; Integrated Curriculum; *Magnet Schools; *Program Evaluation;

recommends activities that parents can do at home to foster a more positive view of mathematics and science. The fourth section discusses ways that parents can help reduce stereotypes related to women's roles in science and mathematics. The fifth section recommends that parents be more critical of information that stereotypes women's abilities in science and mathematics. The final section recommends actions that parents can take when they think that their daughters are treated with bias toward their abilities in science and mathematics. A list of eight resources is provided. (MDH)

ED 350 173 SE 053 255

Campbell, Patricia B.
Nothing Can Stop Us Now: Designing Effective Programs for Girls in Math, Science, and Engineering. Encouraging Girls in Math and Science Series.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 92
NOTE- 9p.; For other documents in the series, see SE 053 252-254.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Educational Change; Elementary Secondary Education; Engineering; Experiential Learning; *Females; Mathematics Education; *Mathematics Instruction; Minority Groups; *Program Design; Program Development; Role Models; *School Community Programs; Science Education; *Science Instruction; Science Interests; Sex Bias; *Sex Fairness; Student Motivation; Student Participation
IDENTIFIERS- *Hands On Experience; Mathematics Interests

This brochure, one in a series of four, is designed to assist school, community, and university personnel as they develop and refine programs to encourage girls in mathematics, science, and engineering. The information is divided into seven sections. The first section discusses four reasons why programs that encourage girls to enroll in mathematics, science, and engineering are needed. The reasons cited are that: (1) women are underrepresented in science and engineering employment; (2) that mathematics is a filter for students going on to college; (3) despite increased enrollment in high school mathematics and science, middle-class girls are less apt to major in mathematics, science, and engineering in college; and (4) low-income girls have had less access to programs than middle-class girls. The second section lists eight characteristics common to effective programs. The third section discusses four ways to get girls to take more mathematics and science. The fourth section considers ways to encourage girls to consider mathematics and science careers. The fifth section presents ideas to assure participation of girls from junior and senior high school. The sixth section discusses the need to evaluate programs and presents five ideas that need to be considered when evaluating a program. The final section discusses the challenges of making effective programs permanent parts of host organizations, of encouraging teachers to implement effective practices that are part of the programs, and of making programs equitable for girls. A list of four resources is provided. (MDH)

ED 350 174 SE 053 273

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship Education; *Citizenship Responsibility; Critical Thinking; Educational Objectives; Elementary Education; Skill Development; *Social Responsibility; *Student Behavior; Student Educational Objectives; *Teaching Methods

This guide was designed for teachers to help students recognize and develop their responsibilities to society. The concepts focused on include: respect for citizenship, respect for people of other cultures, respect for people of all ages, respect for people who have a handicap, respect for work, respect for being a wise consumer, and respect for the environment and the need for conservation. Each concept presented offers information for teachers: the concept, purpose, background information, additional activities, and evaluation. A 19-item bibliography is included. (DB)

ED 350 196   SO 022 078

Character Education in Ohio: Sample Strategies.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship Education; Educational Environment; Educational Policy; Elementary Secondary Education; Learning Strategies; *Moral Development; Personality Assessment; *Personality Development; Personality Measures; *Social Development; *Student Behavior; Student Educational Objectives; *Values Education
IDENTIFIERS- *Ohio

The Ohio State Department of Education has identified 10 basic values for which students are to strive. These individual character traits are compassion, courtesy, tolerance, honesty, self-discipline, diligence, responsibility, self-respect, courage, and integrity. This guide provides sample strategies for educators to help them to develop these traits in their students. The guide is comprised of five sections. Section 1 contains a sample character trait inventory. The 10 basic values are listed with statements related to each trait. The purpose of the instrument is to determine the extent to which these values are practiced by individuals in the school. A sample needs assessment instrument is provided in section 2 of the guide. It is to be used in conjunction with the character trait inventory to target aspects of the general school and classroom environments where action may be needed to ensure that individual character traits are being addressed. Goals based on the environmental aspects listed on the needs assessment tool are established in section 3. Each goal is followed by sample activities or lesson plans that address each of the character traits at various grade levels. Section 4 provides a model for organizing an advisory committee. School districts are encouraged to appoint a broad-based advisory committee to review the State Board's report, determine the community's values, and develop strategies for incorporating philosophical and ideological underpinnings of the 1949 Chinese Communist revolution and of the subsequent rural development programs. Students engage in a two-act dramatic reading exercise that highlights the issues of exploitation and redistribution as perceived by peasants and the Communist Party. Lessons 3 and 4 examine two different rural systems that have developed under China's socialist rural development program. In lesson 3, students are introduces to the ideals of self-reliance and egalitarianism associated with the People's Commune System through an excerpt of Mao Zedong's famous article entitled "The Foolish Man Who Removed the Mountains" and a description of the spirit that helped to transform Tachai into a model commune during the Cultural Revolution period of the 1970s. Finally, in the last lesson, students are introduced to the Agricultural Responsibility System that has replaced the commune system as the main feature of China's rural development policies in the 1980s. (DB)

ED 350 220 SO 022 418

Economic Choices: China after Mao. High School and Junior College.
PUB DATE- 88
NOTE- 51p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian History; Asian Studies; Communism; *Developing Nations; *Economic Change; *Economic Development; Economic Factors; Economics Education; Foreign Countries; High Schools; *Instructional Materials; Learning Activities; Socialism; Social Studies; Teaching Methods; Two Year Colleges; Units of Study
IDENTIFIERS- *China

This unit, developed for high school and community college students, has a two-fold purpose: to introduce students to free market and planned economic systems, and to examine China's recent efforts to supplement its planned economy with market mechanisms. The unit is appropriate for a variety of courses, including economics, social studies, contemporary issues, and Asian studies courses. The unit consists of four lessons and a teacher background article on recent economic reforms. Lesson 1 is an introduction, through slides, to the complex issue of defining appropriate development goals for a country. (The slides referred to in this lesson are not included with this document). It also introduces students to various policy periods characterized by differing development goals in post-1949 China. Lessons 2 to 4 examine topics ranging from free market versus planned economies, to China's recent introduction of incentives and free market mechanisms into its planned economy, and to an examination of both positive and negative consequences of the Chinese economic reform. The unit includes student handouts, interactive activities, primary source materials, and exercises to develop statistical skills. (DB)

ED 350 221 SO 022 419

International Trade and Protectionism.
PUB DATE- 85
NOTE- 84p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

graduation requirements. The purpose of the core course proficiencies is to assure that students throughout the state taking similar courses are acquiring the same essential knowledge and skills. This document presents the core course proficiencies for U.S. History I and II and World History/Cultures. For each of these course areas, proficiencies in four areas have been established: knowledge, attitudes, basic social studies skills, and social participation. An overview of the proficiencies for each of the two course areas also is provided. (DB)

ED 350 243   SO 022 583

Voteline: A Project for Integrating Computer Databases, Spreadsheets, and Telecomputing into High School Social Studies Instruction.
PUB DATE- 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Computer Assisted Instruction; Computer Uses in Education; Databases; Educational Technology; *Elections; High Schools; Instructional Materials; Learning Activities; Learning Modules; Public Affairs Education; *Social Studies; Spreadsheets; Voting
IDENTIFIERS- *North Carolina

This North Carolina project utilizes computer technology to engage students in activities that encourage them to become well-informed voters. The activities are organized into four separate modules. The first module contains student activities designed specifically for the 1992 Presidential election. These activities include: media research, demographic analysis, using the demographic spreadsheet, using the opinion survey spreadsheet, voter registration, mock election, and post election analysis. The second module includes materials that describe the use of and instructions for a computer database of North Carolina counties. The materials in the third module describe the use of and instructions for a computer spreadsheet that uses student decisions and North Carolina demographic data to project the outcome of any political election. The fourth module contains materials that describe the use of and give instructions for a computer spreadsheet that uses student decisions and multi-site survey results to project an outcome of any election. Forms for ordering the computer software needed to conduct these activities are included in this document. (DB)

ED 350 244   SO 022 631

True, Marshall, Ed.; And Others
Vermont's Heritage: A Working Conference for Teachers. Plans, Proposals, and Needs. Proceedings of a Conference (Burlington, Vermont, July 8-10, 1983).
SPONS. AGENCY- Vermont Council on the Humanities and Public Issues, Hyde Park.
PUB DATE- 83
NOTE- 130p.; For a related document, see SO 022 632.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Education; *Curriculum Development; Educational Resources; Elementary Secondary Education; Folk

PUB DATE- 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Educational Philosophy; Educational Research; Higher Education; High Schools; *Naturalistic Observation; Preservice Teacher Education; Qualitative Research; *Student Teachers; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- Preservice Teachers; *Reflective Teaching; *Teacher Researchers

When student and novice teachers see themselves as learners or researchers and spend some of their energy trying to understand their students and their students' perspectives, they become less attached to pedagogical techniques and move quickly to a responsive and reflective way of teaching that is more commonly associated with experienced teachers. In this study, student teachers were taught naturalistic inquiry skills. The university supervisor, student teachers, and novice teachers (who had received instruction in naturalistic inquiry) kept field notes and observed and interviewed each other, cooperating teachers, administrators, and the student teachers' high school students. Weekly meetings with student teachers and less frequent meetings and correspondence with novice teachers were held. The conclusions drawn in this exploration of the process and outcomes of preservice and inservice teachers becoming naturalistic teacher-researchers are related to the work of the postmodernist philosopher Emmanuel Levinas. Findings from this study indicate that student and novice teachers can develop naturalistic inquiry skills while learning to teach and that involving teachers at various stages of professional development in inquiry helps them to understand their students better and to model the learning process for their students; it makes them willing to change in response to the needs of others and involves them in the research community in ways that benefit teaching and teacher education. (IAH)

ED 350 264 SP 034 020

Van Dyke, Jan
Modern Dance in a Postmodern World: An Analysis of Federal Arts Funding and Its Impact on the Field of Modern Dance.
PUB DATE- 92
NOTE- 187p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- *Aesthetic Values; Cultural Context; *Dance; *Dance Education; Educational History; *Federal Aid; *Financial Support; Higher Education; Literature Reviews; Personal Narratives; Politics of Education
IDENTIFIERS- Historical Background; *Modern Dance; *National Endowment for the Arts

This book om the interrelationship of economics and aesthetics from the perspective of modern dance includes a preface and six chapters. Chapter 1, "The Modern Dance Point of View," presents a history of modern dance from 1915 to the 1980s. Chapter 2, "The National Endowment for the Arts and Its Impact on Modern computer competencies within the curriculum focused on three major areas: curriculum and evaluation, student learning and development, and the classroom and school. The college's Department of Education has also established a Teacher Education Computer Laboratory containing computers, a catalogued software collection, professional journals, and audiovisual equipment. Every course in the education curriculum integrates into the course content hands-on assignments and projects that require computer utilization. (IAH)

ED 350 282 SP 034 078

Simpson, Kawanna J.; And Others
Providing Opportunities for Multicultural Experiences in Teacher Education.
PUB DATE- 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Experiential Learning; Higher Education; High Schools; High School Students; Junior High Schools; Junior High School Students; Mentors; *Minority Group Children; *Multicultural Education; Preservice Teacher Education; Program Descriptions; School Districts; Student Teacher Attitudes; Student Teaching; Study Abroad; *Teacher Education Programs; Teacher Recruitment
IDENTIFIERS- Fayette County Public Schools KY; *Performance Based Objectives; Transylvania College KY; University of Kentucky

This paper, consisting of four distinct presentations and a brief critique, describes means of enhancing multicultural education at different points along the teacher preparation continuum. The four programs described are designed to attract greater numbers of minorities to teacher education and to provide multicultural experiences for teacher education students. The first presentation, "Providing Opportunities for Multicultural Experiences in Teacher Education," describes a collaborative effort between the Fayette County (Kentucky) Public Schools and the University of Kentucky's College of Education, including specific activities. The second presentation, "Providing Multicultural Experiences in the Professional Education Sequence," discusses learning goals, valued outcomes, and multicultural performance tasks that could be incorporated into the teacher education program. The third presentation, "Providing Multicultural Experiences in Teacher Education: Cross-Cultural Mentoring," discusses the mentoring program between Transylvania College and Johnson Elementary School (Lexington, Kentucky) in which students cross social and cultural boundaries. This section includes reflections from the Transylvania field students. The fourth presentation, "Student Teaching Abroad," details the Consortium for Overseas Student Teaching (COST) sponsored by the University of Kentucky for the purpose of arranging student placements in other countries. The first three presentations include references. (LL)

ED 350 283 SP 034 083

Bosler, Rosemarie; Bauman, Donna J.
Meeting Cultural Diversity with Personal Conviction: The Teacher as Change Agent and Transformational Leader.
PUB DATE- Jun 92

IDENTIFIERS- *Learning Through Teaching; Los Angeles Unified
School District CA; *Protege Mentor Relationship

The Los Angeles Teacher Trainee program is designed to help recruit talented people into teaching; the Mentor Teacher component of that program is designed to help retain capable teachers by expanding their rewards and opportunities. Requirements of the Teacher Trainee Program intersect with the inducements of the Mentor Teacher Program to form a structure of support for beginning teachers. Mentor teachers are responsible for guiding and supporting new teachers who have had no previous professional preparation. This means helping novices learn to teach while teaching. How mentor teachers carry out their mentoring responsibilities has consequences for the kind of teachers trainees become and the sort of learning opportunities they extend to students. This report examines what Los Angeles (California) mentors are supposed to do according to the expectations of program officials; what mentors actually do based on their own testimory; researchers' observations of mentors' interactions with teacher trainees; and what teacher trainees say mentors do based on interviews with them across their 2 years in the program. Also considered is how this mentoring model adds up as preparation for and induction into teaching. (LL)

ED 350 302 SP 034 126

Wang, Li-Wei
Learning To Teach the Elementary Field Experience Course at a Teachers' Junior College in Taiwan.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 38p.; This paper was taken from the author's pedagogical autobiography originally written for the course "Teacher as Learner."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; Elementary Education; *Field Experience Programs; Foreign Countries; Higher Education; *Learning Processes; *Learning Strategies; *Personal Narratives; Preservice Teacher Education; Program Implementation; Schools of Education; *Teacher Educators; Teaching Experience
IDENTIFIERS- *Learning Through Teaching; Preservice Teachers; *Reflective Thinking; Taiwan

As part of an effort to learn from reflecting on personal history and autobiographical writing and analysis, this paper shares one teacher educator's experiences in learning to teach. The process of learning to teach a field experience course for elementary school teacher candidates at a teachers' junior college in Taiwan is described. The evolution of thoughts and experience in the process of preparing to teach the course and what to teach in the course are traced. It is acknowledged that personal background and interpretations of experience, collegial collaboration, formal scholarship in education, official documents, and practical wisdom all play an important role in shaping learning. Learning from students while conducting the course is highlighted. Considered to be an important and valuable component in preservice teacher programs in both the United States and Taiwan, field experience is organized and taught in Taiwan in ways that are significantly different from the way it is taught in most American teacher data in an informative manner. Included are five figures, two tables, and eight references. (JB)

ED 349 859 HE 025 776

Schultz-Gerstein, Hans-G.
Changes in Institutional Research in Germany: Replacement of Faculty in East-Germany. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 13p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992). For a related paper, see ED 336 019.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Evaluation Methods; Faculty College Relationship; *Faculty Evaluation; Foreign Countries; Higher Education; Ideology; Institutional Research; *Political Influences; Scientific Research; Scientists; Teacher Placement; *Teacher Selection
IDENTIFIERS- *AIR Forum; East Germany; *Germany; West Germany

This paper describes changes in German higher education as a consequence of the reunification of East and West Germany, focusing particularly on personal evaluation of East German faculty and assessment of their scientific expertise. An introduction reviews the major historical events that have shaped the current situation. The paper states that East Germany has 55 institutions of higher education with about 37,000 faculty members, but 90 percent of the nation's research capacity was actually located at the National Academy of Science or in special institutes where there were 15,000 scientists, of whom most are to be integrated into the universities. The process of personal evaluation is explained, noting that methods vary among federal states and among universities, describing the documentation used in evaluations, and commenting on the right to personal inspection of records and the right to make a statement before a final decision is made. The procedures to be used to assess the quality and scholarly excellence of East German university scientists are then discussed, noting the influence of politics and ideology in selecting East German faculty. The paper concludes that though universities continue to function, it is in the midst of an enormous social undertaking to reunify the nation. Five notes are included. (JB)

ED 349 860 HE 025 777

Annis, Ann W.; Rice, Rodger R.
An Assessment of an Economics and Business Department: Surveys of Graduates and Their Supervisors. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; College Graduates; *College Outcomes Assessment; Departments; *Economics Education; Educational Planning; Employer Attitudes; Employers; *Graduate Surveys; Higher Education; Institutional

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Administration; College Outcomes Assessment; Comparative Analysis; *Educational Assessment; Educational Change; Educational Improvement; Educational Innovation; Educational Objectives; Educational Planning; Educational Quality; Higher Education; Long Range Planning; *Management Systems; *Quality Control
IDENTIFIERS- *AIR Forum; *Kaizen; Total Quality Management

This paper examines how the concepts of strategic planning, assessment, and Total Quality Management fit together and relate to one another in the field of higher education. Central to the explanation of how these topics are related is the Japanese philosophy of Kaizen, a driving force behind the quality improvement movement in that country. The paper gives special attention to the need to change institutional cultures in order to improve achievement of institutional goals, a central tenet of Kaizen. The concepts of Kaizen are discussed within the context of improving higher education administration, particularly the management of student learning, the focus of student outcomes assessment. A basic hypothesis of the paper is that the historical pattern in American higher education has reflected the western, innovation approach while a more gradual, Kaizen approach is better suited for the current economic and social environment. A comparison is made of the innovation approach to solving problems and the Kaizen approach to change. Contains 12 references. (GLR)

ED 349 878 HE 025 795

Kinnick, Mary K.; Ricks, Mary F.
Student Retention: Moving from Numbers to Action. AIR 1992 Annual Forum Paper.
PUB DATE- 11 May 92
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Change Strategies; Cultural Differences; *Dropout Research; Higher Education; Institutional Evaluation; Institutional Research; Models; *Nontraditional Students; *Program Development; Student Attrition; Student Needs; Student Reaction; Urban Universities; Withdrawal (Education)
IDENTIFIERS- *AIR Forum

This paper describes a multi-faceted approach to improving student retention at an urban public university. It is noted that the students at this institution are older, working people; few live on campus and participate in what would be considered traditional student experiences. The paper examines the physical setting and external environment; the internal environment; and key events (defining the problem, listening to student voices, and expanding data gathering and implementation of pilot projects). Described are the actions of a Retention Committee which used qualitative and quantitative methods to identify problems that create barriers to student success or contribute to student departure. A cross-cultural model, involving faculty, administrators, policy makers, and students, statistical significance. Students' perception of professors' attitudes were very similar to the actual attitudes held by professors. However, professors believed that students were more tolerant of cheating than students reported themselves to be. Students from business-related majors had the most tolerant attitudes toward cheating. Included are five tables, and three references. (JB)

ED 349 896 HE 025 816

Comparison of Graduation Rates for Scholarship Athletes and All Students by Sport, Race, and Gender.
PUB DATE- 1 Jul 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Athletes; College Athletics; College Graduates; *College Students; Dropout Rate; *Graduation; Higher Education; Minority Groups; *Scholarships; State Colleges; State Legislation; State Universities; Statistical Analysis; Two Year Colleges
IDENTIFIERS- Athletic Scholarships; *Oklahoma; *Student Athletes

In response to an Oklahoma state mandate, for the second year, a comparative study was done of the graduation rates of scholarship athletes and the student body as a whole. The study used data from the student-cohort flow system to determine whether students graduated within 6 years of enrollment (for four-year institutions) or within 3 years of enrollment (for two-year institutions). Graduation rates were computed by race and gender for all students, all scholarship athletes and individually for 11 sports, and for four-year and two-year schools. The report reflects graduation rates for 15,435 students, 408 (2.6 percent) of whom were identified by their institutions as scholarship athletes. The study found that graduation rates for scholarship athletes at public comprehensive and four-year universities were approximately the same as for all students at approximately 35 percent, that white scholarship athletes graduated at a rate four-fifths that of all white students, that black scholarship athletes graduated at a rate more than a quarter again of that of all black students, and that scholarship athletes within three racial groups graduated at a rate higher than the all-student category within that group. The bulk of the document presents tables of data from the study. An appendix contains the legislation that mandated the study. (JB)

ED 349 897 HE 025 818

The Task Force on Assessing the National Goal Relating to Postsecondary Education. Report to the National Education Goals Panel.
PUB DATE- 31 Jul 92
NOTE- 33p.; Some pages contain light, wavy print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adult Literacy; *College Outcomes Assessment; *Educational Assessment; Educational Objectives; Educational Quality; Higher Education; Minority Groups; National Norms; Postsecondary Education; Public Policy; *Student Educational Objectives
IDENTIFIERS- *National Education Goals 1990; National Education

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; Colleges; *Compliance (Legal); Employee Attitudes; *Employer Employee Relationship; *Federal Legislation; Higher Education; Legal Problems; *Legal Responsibility; *State Legislation; Universities
IDENTIFIERS- *Whistle Blowing

This booklet presents information to help guide college and university administrators in properly (legally) handling those situations in which employees reveal evidence of fraud, abuse, or other illegal activity occurring within the school. Part I describes in general terms the whistleblower protection provisions found in various federal statutes and regulations. Part II examines the typical elements of state statutes that protect whistleblowers. Part III briefly outlines the "public policy exception" to the doctrine of employment-at-will which, in some states, provides common law protection for whistleblowers. Part IV provides practical strategies to: (1) avoid claims of retaliation from an employee who has either disclosed or plans to disclose alleged employer misconduct; and (2) minimize the risk of potential liability to such an employee should that employee file suit. (Contains 74 references.) (GLR)

ED 349 917 HE 025 841

Scott, Robert A.
Report on the '92 Seoul International Conference on the Role of the University Education in the Asia/Pacific Age (Seoul, Republic of Korea, April 8-10, 1992).
PUB DATE- Jun 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Colleges; Conferences; Foreign Countries; Foreign Students; Government School Relationship; Higher Education; *Institutional Cooperation; *International Cooperation; *International Educational Exchange; School Business Relationship; Student Mobility; Teacher Exchange Programs; Universities
IDENTIFIERS- *Asia Pacific Region

This report, by the U.S. representative to the conference, presents observations on and basic results of the 1992 Seoul International Conference on the Role of the University in the Asia/Pacific Age, as well as the conference agenda and program, the minutes of the meeting, and other related documents. The conference convened 51 representatives from 18 countries in the Asia/Pacific region, as well as the United States and 2 international organizations, to examine the most appropriate ways of increasing the cooperation between the higher education institutions in the region. Topics of the meetings included faculty and student exchange among the universities, the exchange of academic information among international universities, and means of enhancing mutual cooperation between universities and business/industry. The paper concludes with brief observations concerning the need for the United States to actively sponsor students and staff in Asia and the Pacific Rim countries, and research needs in such areas as orientation of foreign students. Appendices contain a questionnaire survey on the impediments to university student exchange, a list of the participants and observers, and the framework of University task to another; and by workforce dualization (stable, well-paid flexible specialists and a peripheral workforce of temporary and part-time employees). Included are 86 endnotes. (Author/JB)

ED 349 936 IR 015 667

Troutner, Joanne
The Historical Evolution of Educational Software.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autoinstructional Aids; *Computer Assisted Instruction; Computer Simulation; *Computer Software Development; Courseware; Educational Technology; *Educational Trends; Elementary Secondary Education; History; Interactive Video; Microcomputers; Multimedia Instruction; Teaching Machines
IDENTIFIERS- Sunburst Communications; Tom Snyder Productions

This paper establishes the roots of computers and automated teaching in the field of psychology and describes Dr. S. L. Pressey's presentation of the teaching machine; B. F. Skinner's teaching machine; Meyer's steps in composing a program for the automated teaching machine; IBM's beginning research on automated courses and the development of the 1500 instructional system; Programmed Logic for Automatic Teaching Operation (PLATO); the 1970s, the era of the microchip, the microcomputer, computer assisted instruction, interactive video programs, computer simulations, and tool software; and the 1980s and 1990s refinement of the software and the development of CD-ROM. The development of two software companies, Sunburst Communications and Tom Snyder Productions, is used to explain the maturation process of simulation software. Several future trends are identified: (1) the use of multimedia will expand rapidly; (2) the use of telecommunications will explode; (3) preservice teacher education programs will change to supply new teachers with the capabilities to make effective use of available technology; (4) the collapse of educational software publishers into fewer companies will continue; and (5) students will benefit from the infusion of technology into the educational process. (Contains 11 references.) (ALF)

ED 349 937 IR 015 668

Bull, Glen L.; Harris, Judi
HyperCard for Educators. An Introduction.
PUB DATE- 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Software Development; Elementary Secondary Education; *Hypermedia; Microcomputers; *Teacher Developed Materials
IDENTIFIERS- Apple Macintosh; *HyperCard

This guide is designed to provide a quick introduction to the basic elements of HyperCard for teachers who are familiar with other computer applications but may not have worked with hypermedia applications; previous familiarity with HyperCard or with Macintosh computers is not necessary. It is noted that

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Games; Computer Simulation; *Computer Software Development; Educational Technology; *Hypermedia; *Interdisciplinary Approach; Junior High Schools; Junior High School Students; Material Development; Microcomputers; Middle Schools; *Student Projects; Transfer of Training
IDENTIFIERS- Adventure Games; Apple Macintosh; *HyperCard; Microworlds; Middle School Students

The reopening of a middle school in San Diego, California, provided a testing ground for a unique collaborative effort between the school faculty, a university department, and Apple Computer Corporation. The desire to infuse technology and cultural awareness across the curriculum led to the development of an interactive "microworld" game template for student projects. The 12-week interdisciplinary project provided teachers the opportunity to learn more about the potential of educational technology, enhanced their collaborative teaching efforts, and motivated their students toward excelling in the learning process. In addition, the project provided students the opportunity to develop computer-based simulations which fostered team work, improved their subject matter skills across the curriculum, and increased their knowledge of the role culture plays in society. Topics highlighted in the report include: integrating technology throughout the curriculum; teacher training; the interdisciplinary approach; cooperative learning; cultural scenarios; the microworld template; and the findings of a summative evaluation of the project. Two figures illustrate the user and developer modes of the template. (Author/ALF)

ED 349 956 IR 015 692

Engestrom, Yrjo
Interactive Expertise: Studies in Distributed Working Intelligence. Research Bulletin 83.
PUB DATE- 92
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavioral Science Research; Cognitive Processes; *Communication Research; *Court Judges; Court Litigation; *Cross Cultural Studies; *Health Personnel; *Interaction Process Analysis; Mediation Theory; *Teamwork
IDENTIFIERS- California; Distributed Cognition; *Expertise; Finland; Theory of Activity; Working Intelligence

The four studies presented show how expertise, from the cultural-historical theory of activity, is constructed interactively in everyday problem situations. They also demonstrate that purely situational analyses of discourse are insufficient as attempts to explain expertise. The four studies are presented as individual chapters: (1) Expertise as Mediated Collaborative Activity--a preliminary theoretical framework for the study of expertise as mediated collaborative activity; (2) The Tensions of Judging: Handling Cases of Driving under the Influence of Alcohol in Finland and California--a cross-cultural analysis of judicial expertise highlighting the multi-voicedness and internal tensions of expert work using tape recorded courtroom discourse; (3) Coordination, Cooperation, and Communication in Courts: Expansive Transitions in Legal Work--an analysis of expertise in a complex case of civil litigation in another

ED 349 975 IR 054 134

Osborne, Nancy Seale
Access to Penfield Library Special Collections: Extending the "Archival Bestiary" Concept.
PUB DATE- Jun 92
NOTE- 7p.; Paper presented at the Annual Conference of the State University of New York Librarians' Association (Oneonta, NY, June 10-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Archives; College Libraries; Higher Education; Humor; *Library Collections; Library Extension; Library Instruction; *Library Services; Outreach Programs
IDENTIFIERS- Bestiaries; *Special Collections (Library); *State University of New York Coll at Oswego

This paper discusses access to special collections at the State University of New York at Oswego (SUNY Oswego) library. Topics addressed include the role of student interns in processing materials; outreach programs, including a planned workshop for fourth grade teachers; library instruction sessions that allow students to examine new acquisitions; and beneficial relationships with various college groups and individuals, including the alumni association, the college photographer, the art gallery, and faculty members. Numerous references are made throughout to what is characterized as a whimsical but substantive article, "An Archival Bestiary," by Trudy Huskamp Peterson (The American Archivist, v54 n2 Spring 1991). It is noted that the article includes a glossary of "archives animalia." (MES)

ED 349 976 IR 054 135

Alabama Public Library Service Annual Report, 1991.
PUB DATE- 91
NOTE- 10p.; For the 1990 annual report, see ED 335 035. For the 1991 directory and statistical report, see IR 054 136.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Library Administration; Library Collection Development; Library Personnel; *Library Services; Library Statistics; Professional Continuing Education; *Public Libraries; State Programs
IDENTIFIERS- *Alabama Public Library Service; Library Services and Construction Act

This annual report summarizes activities of the Alabama Public Library Service for the fiscal year 1991. The following general areas are discussed: (1) agency services, including the effects of money shortages, children's programs, automated systems, the new state union list of serials, acquisitions, audiovisual services, and staffing; (2) circulation, including the effects of budget cuts and staff reductions, services for the blind and physically handicapped, numbers of items circulated in several categories, and materials handled in cataloging and processing; (3) continuing education, including workshops for librarians, Library Services and Construction Act (LSCA) activities, and programs for staff in the Blind and Physically Handicapped and individual membership are included. (MES)

ED 349 995 IR 054 176

Zabel, Diane, Comp.; And Others
Flexible Work Arrangements in ARL Libraries. SPEC Kit #180.
PUB DATE- Jan 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Flexible Working Hours; Foreign Countries; Higher Education; Job Sharing; Librarians; *Library Administration; Library Associations; Library Surveys; Part Time Employment; *Personnel Policy; Questionnaires; Released Time; *Research Libraries; Work Environment
IDENTIFIERS- *Association of Research Libraries; Canada; Faculty Status; United States

This report presents the results of a survey of Association of Research Libraries (ARL) members about the current climate and practices regarding flexible work arrangements. Data are reported on the availability of schedule flexibility, job exchange, part-time arrangements, and leaves, as well as information about faculty status, tenure, unionization/collective bargaining, and other factors that might exhibit a correlation to workplace flexibility. A copy of the questionnaire with a tally of the responses to individual questions is included as well as comments by respondents. The remainder of the kit consists of copies of 34 planning documents submitted by libraries responding to the survey. Topics covered include job sharing/job exchange, leaves, phased retirement, scheduling/flextime, and stopping the tenure clock. The ARL libraries represented are those of the University of Alberta, University of Arizona, Colorado State University, Dartmouth College, University of Delaware, University of Illinois, University of Iowa, Kent State University, University of New Mexico, State University of New York at Stonybrook, North Carolina State University, Ohio State University, Penn State University, Purdue University, Queen's University, University of Toronto, Tulane University, University of Waterloo, and York University. Also included are a glossary of flexible workplace terminology and a list of 30 suggested readings. (MES)

ED 349 996 IR 054 178

IFLA Core Programmes 1992/93. Revised Edition.
PUB DATE- Aug 92
NOTE- 19p.; For related documents, see IR 054 175, IR 054 179, IR 054 182-183, IR 054 190, and IR 054 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cataloging; Financial Support; Foreign Countries; International Organizations; *International Programs; *Library Associations; Machine Readable Cataloging; Objectives; Preservation; Publications; Standards; Telecommunications
IDENTIFIERS- *International Federation of Library Associations; Open Systems Interconnection; Universal Availability of Publications

History; United States

The purpose of this directory is to help make known the capacity of experts in library history and to strengthen international cooperation that will help develop library history as an academic discipline. The directory is a compilation of responses to a questionnaire sent to the experts themselves. It is organized by country, and it includes the addresses and areas of research and teaching of 210 persons from 18 countries. The information is current as of 1991. The directory is organized by country. A name index and a subject index are provided. A list of 32 IFLA professional reports and a form for ordering them are included. (KRN)

ED 350 014 IR 054 200

Pestell, Robert
Mobile Library Guidelines. IFLA Professional Report No. 28 and Lineamientos sobre Bibliotecas Moviles. Informes Professionales de IFLA: 30.
PUB DATE- 91
NOTE- 186p.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bookmobiles; *Financial Support; Foreign Countries; Guidelines; *Library Collection Development; *Library Equipment; *Library Personnel; Library Planning; Publicity; *Space Utilization

This publication provides the latest information available on the equipment and operation of mobile libraries operating out of road vehicles. The guide provides details on the establishment of mobile library services, financing, vehicles, furniture and equipment, staffing, collections, service base, and publicity. Some generalizations with regard to suitable types of vehicles scheduling, and service provisions are included. The last chapter consists of optional layouts for library equipment in buses or semi-trailers. Librarians using this publication will need to adapt it to their own local conditions and environment since these vary from country to country. The Spanish version of the publication is included. (Contains 7 references.) (KRN)

ED 350 015 IR 054 201

Stofsky, Irma Sue
Preparing Fifth Grade Student Media Volunteers To Correctly Reshelve Non-Fiction Books According to the Dewey Decimal System.
PUB DATE- Jul 91
NOTE- 102p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Students; *Grade 5; Instructional Effectiveness; Intermediate Grades; *Learning Activities; *Learning Resources Centers; *Library Skills; Questionnaires; *Student Volunteers; Teaching Methods; *Volunteer Training

ED 350 030 JC 920 481

Johnson, Dennis L.
Reinventing the Community College.
PUB DATE- May 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *College Role; Community Colleges; Educational Change; *Educational Improvement; Educational Trends; Futures (of Society); Institutional Advancement; *Marketing; *Public Relations; *Relevance (Education); Research Needs; *Role of Education; Two Year Colleges

In the 1990s, community colleges will be faced with a real challenge and an opportunity: to become marketing-oriented institutions. Marketing is crucial to reinventing the colleges as institutions that are capable of contributing to the education of an underskilled workforce and a significant underclass--an endeavor vital to the nation's competition in a global economy. By applying the four "P's" of marketing, community colleges can begin to meet the changing needs of a high-technology society. First, colleges must realize that ultimately they are judged by the measurable benefits they produce in their learning "Product," the student. Second, the "Place," that is, the time, location, and circumstances under which learning is provided, should be designed to be convenient for the student consumers. Third, community colleges should emphasize their "Price," that is, both the real and perceived cost to a student, because the colleges deliver high value at a low cost. The fourth strategy, "Promotion," can only be utilized when the Price, Place, and Product are of high quality. Promotion will require an extensive amount of market research. Among the critical questions this research should address are: (1) Do the internal publics (i.e., faculty, staff, administration, governing boards, and students) understand, and are they committed to, the unique mission of community colleges? (2) Does the college know why students develop interest in, attend, and leave the college? and (3) Are demographic and psychographic profiles developed for major segments of both the internal and external marketplace? (MAB)

ED 350 031 JC 920 482

Bowyer, Karen A.
The Use of Assessment To Determine Instructional Effectiveness.
PUB DATE- Oct 90
NOTE- 6p.; For Project Cooperation reports, see ED 322 946, ED 321 825, and ED 317 238.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; Community Colleges; Educational Assessment; Outcomes of Education; Pretests Posttests; Program Descriptions; *Program Effectiveness; *Program Evaluation; *School Effectiveness; *Self Evaluation (Groups); Student Evaluation; Testing; *Two Year Colleges

In 1988, the American College Testing Program, together with the National Council of Instructional Administrators and the National Council for Student Development, initiated Project Cooperation (PC) to examine outcomes assessment strategies and

ED 350 047 JC 920 500

Joiner, Charles L.; And Others
Alabama Linkage: An Innovative Higher Education Consortium Maximizing Statewide Resources.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; *Articulation (Education); *Clinical Experience; Community Colleges; Consortia; Cooperative Programs; Higher Education; *Intercollegiate Cooperation; Internship Programs; *Shared Resources and Services; State Universities; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Alabama

In the late 1960's and early 1970's, attracting physicians to areas of rural Alabama was virtually impossible because of the lack of professional health care workers available to become part of the necessary health care team. To address this problem, the University of Alabama (UA) adopted a plan to create a consortium of higher education institutions throughout Alabama for the training of allied health care workers. In 1970, a formal agreement was signed between the State Board of Education, which is the governing body of Alabama's public two-year colleges, and UA, linking the two-year institutions with the Regional Technical Institute located at the UA campus. Under the agreement, interested and qualified students attend the two-year college in their area of the state to complete prerequisite courses for 1 year, and then attend UA's Medical Center for 1 year to complete training in a specific health care field. The final component of the training involves full-time employment at a clinical site, often in the student's home area. Program graduates receive a certificate from UA and an associate degree from their two-year institution. A survey of 1990 program graduates, which produced a 45% response rate, revealed the following: 93% were employed in their health care field; 59% returned to their home areas for employment; and 46% were employed at their former clinical site. These results of the 1990 survey are consistent with results since 1983, the first year of the survey. Other areas receiving special attention of the consortium council, include initiating efforts to improve communication between employers and educators in the health care field, and active recruitment of minority students. (PAA)

ED 350 048 JC 920 502

Palmer, James C., Ed.; Vaughan, George B., Ed.
Fostering a Climate for Faculty Scholarship at Community Colleges.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Administrator Role; Change Strategies; *Classroom Research; College Environment; *College Faculty; College Presidents; College Role; Community Colleges; Educational

Throughout the course, the question, "Who is this child?" is addressed, revealing significant differences and similarities both within and between cultures. Bibliographies of children's and human development literature are provided. (MAB)

ED 350 064 JC 920 522

Zaremba, Stacey Beth
The Teaching of Psychology with a Gender-Balanced Curriculum.
PUB DATE- Mar 92
NOTE- 9p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, NY, March 18-20, 1992); see JC 920 516.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); *Course Content; *Curriculum Development; Curriculum Problems; Females; Feminism; Higher Education; *Psychology; *Research Problems; *Sex Bias; *Sex Fairness; Sociobiology; Teaching Methods; Textbook Bias; Undergraduate Study; Womens Studies
IDENTIFIERS- *Diversity Concept

Traditional psychological theories are designed, in large part, to explain the behavior of white males, viewing female behavior as deviant or deficient, or ignoring it altogether. While special undergraduate topics courses, such as those on the psychology of women, address this problem in part, many institutions cannot afford to offer them. In addition, such courses might create the illusion that the psychology of women is a unique and different form of psychology. A more appropriate approach to balancing the curriculum may be to mainstream women's issues into all psychology courses. One such approach is to spend one class session on sexist biases in research. Students review the available literature on sex bias in research design, and then discuss the stages of the research process in which such biases can have an effect. Students then locate and critique an empirical article on psychology to identify examples of such biases. In courses covering the biological determinants of behavior (e.g., Comparative Psychology), students can be asked pointed questions to generate debate on sex bias, such as how sociobiology theory might interpret inequality and rape. Students can also be shown how environmental influences are underrepresented in sociobiology. In courses addressing behavioral abnormalities, discussions of gender differences in mental disorders, and the data on mental illness and marital status, should be included. Integrating women's issues into the psychology courses is the first step towards fully integrating diversity into the psychology curriculum. (PAA)

ED 350 065 JC 920 523

Dunn, Dana S.
Freud, Problem Solving, Ethnicity, and Race: Integrating Psychology into the Interdisciplinary Core Curriculum.
PUB DATE- Mar 92
NOTE- 17p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, NY, March 18-20, 1992); see JC 920 516.
LANGUAGE- English

*Verbal Ability; Verbal Development
IDENTIFIERS- Preschool Language Scale

This study investigated the effect of day care attendance on the receptive and expressive language development of nine 4-year-old children. Five children who had 2 years of day care experience comprised a day care group. A home-reared group was composed of four children who had 3 months of day care experience. Children's receptive language ability was measured by the auditory comprehension items of the Preschool Language Scale (PLS), and their expressive language ability was measured by means of the verbal ability items of the PLS. Children's parents completed questionnaires that assessed the following variables that affect language development: (1) parents' education; (2) parents' income; (3) quantity and quality of language interaction in the home; and (4) children's birth order. The results revealed no differences in auditory comprehension between the two groups. The verbal ability scores of the day care group were slightly, but not significantly, higher than those of the home-reared group. Findings suggest that both home and day care environments are potentially rich in stimulating the language development of young children. Appendices include a day care center questionnaire, an informed consent form for parents, the parent questionnaire, the PLS, and a tabulation of the PLS test results. Contains 52 references. (Author/SM)

ED 350 083 PS 020 647

Kisker, Ellen Eliason
School Readiness: The Contribution of Formal Early Education and Care Programs. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Mar 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Class Size; *Day Care Centers; Early Childhood Education; Educational Assessment; *Educational Demand; *Educational Quality; *Educational Supply; Enrollment; Fees; Income; Low Income Groups; Minority Groups; National Surveys; Parent Attitudes; Participant Satisfaction; *Preschool Education; *School Readiness; Teacher Student Ratio

Preparing America's children to start school ready to learn will depend in large part on the availability, quality, and affordability of early education and care. Research conducted since the 1970s indicates that, despite increases, the supply of formal early education and care programs is not adequate to meet the needs of all families. Many centers and regulated child care programs are operating at capacity, while many parents of preschoolers report that they would prefer another type of care. Formal education and care options appear to be more limited for children at risk of later school failure. Average group sizes, child-staff ratios, and teacher turnover have increased since the late 1970s, while teacher qualifications have improved dramatically. The quality of care has decreased since the 1970s in order to keep parent fees affordable. First, this paper presents data from the Profile of Child Care Settings (PCS) study on the availability and participants to match federal funds with nonfederal funds; (5) transportation of Head Start children to and from school; (6) reviews of agencies granted Head Start funds; (7) the provision of literacy training to parents of Head Start children; (8) the provision of medical benefits to younger siblings of Head Start children; (9) Head Start facilities; and (10) the elimination of application priority to certain agencies applying for participation in the Head Start program. The report summarizes individual sections of the Head Start Improvement Act of 1992, and indicates changes in existing law made by the bill, as reported. (BC)

ED 350 102 PS 020 821

Sherraden, Michael
Community-Based Youth Services in International Perspective.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Community Programs; Cross Cultural Studies; Developed Nations; Foreign Countries; *Preadolescents; *Public Policy; Social Workers; Youth Agencies; Youth Clubs; Youth Problems; *Youth Programs
IDENTIFIERS- Australia; Germany; Norway; Sweden; United Kingdom; United States

This essay examines the youth policies and programs of the United Kingdom, Australia, Germany, Sweden, and Norway in an effort to provide examples that may be of assistance in the development of such policies in the United States. Chapter 1 provides an overview of the topic, noting that the focus is on younger adolescents between the ages of 10 and 15, especially those in high risk or at-risk environments, and that the central themes are youth development, youth as participants, and the formation of "human capital." Chapter 2 summarizes youth policies and services in the five nations considered, examining historical contexts, goals, structures, policies, funding, and youth workers. Chapter 3 examines the dimensions of youth services on a supranational and thematic basis, considering: (1) purposes and goals; (2) policies and programs; (3) structure and finance; (4) youth workers and training; and (5) information and research. Chapter 4 makes recommendations relevant to youth policies and programs in the United States in these five categories. It is noted that policies and programs in the five countries studied tend to be developmental, broadly based, inclusive, and participative, whereas U.S. youth policy is more oriented toward remediation of individual difficulties than broad development and socialization. (Contains 116 references.) (MDM)

ED 350 103 PS 020 838

Myers, John; Monson, Luetta
Involving Families in Middle Level Education.
PUB DATE- 92
NOTE- 56p.; For a related document, see ED 260 515.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Outcomes of Education; *Program Development; Program Evaluation; Program Implementation; Student Improvement; Teacher Education
IDENTIFIERS- *Nigeria; Nigerian Languages; Yoruba (Tribe)

This book makes a case for the mother tongue as the medium of education for the first 12 years of the child's life. It describes Nigeria's 6-Year Primary Project, which taught experimental groups of students in their native Yoruba in varying degrees for their first 6 school years, beginning in 1970. The book shows how the mother-tongue education program was planned, organized, and implemented. Chapter 1 traces the historical background of mother-tongue education, describing educational policy and the primary school system under British rule, and the changes made thereafter. Chapter 2 describes plans for the project including initial goals and funding. Chapters 3 and 4 discuss curriculum development and production, describing how panels developed materials for mathematics, science, social studies, Yoruba, and English instruction. Chapter 5 describes teacher preparation, including workshops and on-the-job training. Chapter 6 describes instructional programs and objectives for each subject. Chapter 7 examines problems encountered during the project. Chapter 8 offers a comprehensive evaluation of the project, including methodology and longitudinal achievement test results (from the five sample groups) that compare several variables, including urban and rural settings. Chapter 9 offers observations and recommendations for other countries, noting literacy-rate improvement and enhancement of the instructional language itself. (TES)

ED 350 121 RC 018 665

Chance, Edward W.; Capps, James L.
Superintendent Instability in Small/Rural Schools: The School Board Perspective.
PUB DATE- 92
NOTE- 17p.; Contains some filled-in type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Selection; *Board Administrator Relationship; *Boards of Education; Dismissal (Personnel); Elementary Secondary Education; Politics of Education; Rural Education; *Rural Schools; *School Districts; Small Schools; *Superintendents; *Tenure

This study explores the reasons for high turnover within rural superintendencies from the perspective of local boards of education. Forty-one school districts with 600 or fewer students in a southwestern state were identified as experiencing high superintendent turnover (having employed three or more superintendents within the past 5 years). Twenty-five (61 percent of the identified) school board presidents were interviewed over the telephone. The most common problems that existed between the board and previous superintendents included financial mismanagement, financial malfeasance, communication issues, and marital immorality. Twenty-seven (43 percent) of the 63 superintendents who left the districts were either terminated or forced to resign at the end of the school year; 3 (5 percent) were terminated during the school year; 15 (23 percent) resigned to accept positions in larger school districts or positions that paid more; the remainder left because of health reasons or retirement. Ninety-two percent of respondents revealed that only the board interviewed superintendent applicants and most respondents expressed

A look at Australia's educational history gives insight into a proposal for a domestic communications satellite for use as an educational tool. The country's earliest and most successful distance education programs used itinerant teachers and "tent schools." In 1922, a national correspondence education program was adopted. Correspondence education drew criticism as being impersonal. Later, public radio was used in schools, but was also criticized as being impersonal. The School of the Air, based on limited two-way communication in radio broadcasting, restored some missing human element. After 1961, television became important for teaching science and mathematics in rural areas. In retrospect, the historical trend of rural education in Australia runs against programs that bring teachers into direct contact with students. Instead, the use of mass media is favored. The proposed domestic satellite is seen in this context. Political and economic considerations suggest that programming content will be homogenized and inappropriate for the needs of Australia's rural and Aboriginal population. The apparent lack of necessary time and financial resources for the project's educational component suggests the future enhancement of radio and telephone communication as the primary means of distance education. It is suggested that the country's educational finances might best be spent on improved transportation and citizens-band radio systems. (TES)

ED 350 139 RC 018 822

Higgins, A. H.
An Historical and Geographical Perspective on Providing Education to Children in Isolated Places (North Queensland, 1919-1939).
PUB DATE- 80
NOTE- 15p.; Paper presented to the Annual ANZHES Conference (10th, Newcastle, New South Wales, Australia, 1980). Several figures may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consolidated Schools; Correspondence Schools; Distance Education; *Economic Factors; *Educational History; Elementary Secondary Education; *Equal Education; Foreign Countries; Itinerant Teachers; Parent Attitudes; *Political Influences; Private Schools; Public Education; Rural Areas; *Rural Education; Student Transportation
IDENTIFIERS- *Australia (Queensland); *Isolation (Geographic)

This paper discusses how economic, social, and political factors influenced the provision of education in isolated areas of North Queensland (Australia) during 1919-1939. The educational system of that time was characterized by central control of the state that provided education and close supervision of the nongovernment schools. Technological advances in agriculture and two depressions tended to depopulate the north of Queensland as people moved to more urban areas. The Australian Labour Party supported the provision of basic primary education that was vocational in nature, but political parties disagreed on the nature and extent of post-primary schooling. Educational provisions and school buildings did not take into account the local climate and needs of the people. Transportation was difficult for many rural school children. Private schools suffered financial difficulties from 1930-1934 when economic conditions made parents unwilling to pay for education, particularly for daughters. Correspondence school was successful, but students lacked peer interaction. The itinerant teacher system was phased out by 1934 because it was highly

Questionnaires; School Demography; *School Effectiveness; School Statistics; School Surveys; Tables (Data)
IDENTIFIERS- *Environmental Science; Kansas City Public Schools MO

This report presents a formative evaluation of the East Environmental Science Magnet High School in the Kansas City School District, Missouri. It presents data collected throughout the program's first year, including student demographics; program implementation information; achievement data; and perceptions of staff, parents, and students. An evaluation of demographic data show that East failed to approach the 60/40 minority/non-minority ratio guidelines by the required 2 percent in grades 9, 10, and 12. It is reported that site and classroom visits to East together with documentation of student participation in field trips, clubs/organizations, and recycling projects reveal evidence of implementation of the magnet theme of environmental science. A summary of the achievement test scores appear in table form along with clarifying information. Teacher and student perceptions of the program were mixed while parent response to a phone survey was positive. Parent, teacher, and student responses are presented in tables 11-13. A final section draws conclusions about the program and makes recommendations for program improvement. (MCO)

ED 350 157 SE 053 012

Seever, Margaret
Nowlin Environmental Science Magnet Middle School: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 39p.; For related documents, see SE 053 010, SE 053 065, and SE 053 067.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement; Achievement Rating; Administrator Effectiveness; *Educational Assessment; Educational Quality; Environmental Education; Evaluation Methods; Formative Evaluation; Institutional Characteristics; Instructional Effectiveness; Integrated Curriculum; Junior High Schools; *Magnet Schools; Middle Schools; *Program Evaluation; Questionnaires; School Demography; *School Effectiveness; School Statistics; School Surveys; Tables (Data)
IDENTIFIERS- *Environmental Science; Kansas City Public Schools MO

This formative report presents data collected through the second year of full operation (1990-1991) of Nolin Middle School for Environmental Science, in the Kansas City School District, Missouri. The report focuses on student demographics; program implementation information; achievement data; and perceptions of staff, parents, and students of the program. The infusion of the magnet theme (environmental science) was evidenced in site and classroom visits and documented by student participation in field trips and recycling projects. Student questionnaires showed a trend toward positive perceptions, and the teacher and parent questionnaires revealed a dramatic jump in positive perceptions over responses from a previous study. These responses are presented in tables 11-13. An appendix provides the student perception questionnaire. Test scores appear in tables 8-10, along with clarifying information. A final section draws conclusions about the program and makes recommendations for program improvement. The recommendations include: (1) The continuation of efforts to keep communication open between

Moore, G. Robert; Moore, Peggy
Making Science Matter in Elementary School.
PUB DATE- Sep 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; Elementary Education; Elementary School Teachers; Principals; *Science Curriculum; Science Education; *Science Instruction
IDENTIFIERS- *Project 2061 (AAAS)

Elementary principals who agree with the premise of Project 2061 of the American Association for the Advancement of Science (AAAS) must find answers to the question, "How do you ensure that science becomes an integral part of the elementary school curriculum?" This document describes an elementary school principal's survey of her teachers in regard to their science teaching, and the development of a planning team to seek change. Staff development using on-site modeling and coaching was used to deal with methodology, concept development, classroom management, developing relevant lessons, and appropriate assessment techniques. An education professor modeled the use of the learning cycle in classroom instruction. Unit boxes were assembled that included material to conduct lessons based on unit objectives. Portfolios and profile sheets were developed to help teachers with assessment. (PR)

ED 350 175 SE 053 375

Howe, Robert W.; Kasten, Margaret
Students at Risk in Mathematics: Prevention and Recovery in Elementary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Achievement Need; *At Risk Persons; Attitude Change; Community Involvement; Dropout Characteristics; Early Intervention; Elementary Education; *Elementary School Students; Improvement Programs; Instructional Materials; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Parent Participation; *Prevention; *Remedial Mathematics; *Remedial Programs; School Involvement; Student Attitudes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Remedial Intervention

This monograph provides an overview of the characteristics, attributes, and behaviors that define and identify elementary school students who are at risk of not succeeding in mathematics. The monograph is divided into seven sections that report research to support early intervention procedures to prevent problems from developing and suggest programs, practices, and materials to prevent or reduce problems. Section I, the introduction, identifies two groups of students to whom these programs would apply: the "typical" potential dropout or underachiever and the "nominal" mathematics student who reaches inadequate levels of mathematics achievement to allow him or her maximum educational and life choices. Section II describes some of the variables related to problems of at-risk students in mathematics. Sections III-V describe practices and programs that prevent or reduce at-risk problems related to mathematics these values in the schools. The fifth and final section of the guide is a listing of books, articles, resource materials, and newsletters that may prove beneficial in the incorporation of character education in the school environment. (DB)

ED 350 197 SO 022 079

Keyser, Catherine H., Ed.; Martin, Roberta, Ed.
China: Lesson Plans for a Secondary Level Unit. To Accompany China: A Teaching Workbook, Grades 7-12.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian History; *Chinese Culture; Foreign Countries; Foreign Culture; *Instructional Materials; Secondary Education; *Social Studies
IDENTIFIERS- *China

These 33 lesson plans were designed to accompany "Contemporary China: A Teaching Workbook," a collection of class activities, primary source selections, student readings, and role-play exercises. The lesson plans are based primarily on materials in the "Workbook," although materials from other sources also are recommended. Some of the 33 lessons are: "Chinese Inventions and 'Gifts to the West'"; "Revolutionary China: The Rise of the Communist Party"; and "Chinese Democratic Movement and the Tiananmen Massacre." Each lesson plan includes a listing of objectives, main ideas, recommended materials, suggested activities, and in some cases, supplementary activities. The approximate amount of time needed for the lesson and a list of related lessons also are noted. (DB)

ED 350 198 SO 022 083

Keyser, Catherine H., Ed.; Martin, Roberta, Ed.
China: A Teaching Workbook.
PUB DATE- 91
NOTE- 725p.
LANGUAGE- English
EDRS Price- EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Chinese Americans; *Chinese Culture; Elementary Secondary Education; Foreign Countries; *Foreign Culture; Instructional Materials; Learning Activities; *Multicultural Education; Social Studies; Teaching Methods
IDENTIFIERS- *China; Global Education; Hong Kong; Taiwan

This workbook is divided into 17 topical sections containing student readings and classroom activities designed to supplement standard textbook presentations and to bring China "alive" for students. The organization of the materials and the background notes for teachers stress central themes that are distinctive and recurrent in Chinese history and culture. The workbook's 17 sections include: (1) Introduction; (2) Geography and Population; (3) Language; (4) Philosophy and Religion; (5) Traditional History; (6) Modern History; (7) Society; (8) What It Means to be Chinese; (9) Government and Politics; (10) Economics; (11) Taiwan and Hong Kong; (12) Art; (13) Culture; (14) Literature; (15) Foreign Policy; (16) Chinese Americans; and (17) Overseas Chinese. Section 18 contains three readings:

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Economics Education; High Schools; *International Relations; *International Trade; Learning Activities; Simulation; Social Studies; Units of Study; World Affairs
IDENTIFIERS- Economic Concepts; Global Studies; *Taiwan; *Trade Protectionism

This unit is designed to investigate the reasons for international trade and the issue of trade protectionism by focusing on the case study of the U.S. trade relationship with Taiwan. The unit begins with a simulation that highlights the concepts of global interdependence, the need for international trade, and the distribution of the world's resources. After the simulation, international trade is brought to a real-world level by looking at the top 10 U.S. trading partners and specifically Taiwan's place among them. Students are assigned to search for products in their homes that were manufactured in Taiwan, and they are asked to speculate what products the U.S. exports to Taiwan. This information leads to a discussion of the principles upon which international trade is based. These basic concepts of absolute advantage, comparative advantage, and specialization are helpful in understanding how international trade in the ideal case can be beneficial to all nations. The next section explores who benefits and who loses in international trade, with an in-depth look at the long-standing economic debate on protectionism. Students are encouraged to think critically about the arguments for and against free trade in an effort to develop their own opinions about trade protectionism. Student opinions become even more crucial in the last section that utilizes the case of U.S.-Taiwan textile trade. Students will be asked to play certain roles before a fictitious congressional committee that is preparing to vote on whether or not to extend the current quotas on Taiwanese textile imports for three more years. Appendices include a list of optional and follow-up activities, discussions of the economic situations of the U.S. and Taiwan textile and apparel industries, a glossary of key terms, and a 7-item bibliography. (AA)

ED 350 222   SO 022 431

Wood, Robert W.; And Others
A Cultural Experience: Japan.
PUB DATE- 92
NOTE- 179p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Education; Elementary Education; Elementary School Curriculum; Foreign Countries; *Foreign Culture; Geography Instruction; International Education; *Learning Activities; Multicultural Education; *Social Studies
IDENTIFIERS- *Global Education; *Japan; Japanese Culture

This activities unit for teaching about Japan is designed for use with elementary students. The activities reflect the growing importance of Japan in today's world, and the belief that the social studies curriculum should reflect principles of global education. The unit is intended to explore seven major goals included in the social studies curriculum: citizenship, multi-ethnicity, economic understanding, effective decision making, sensitivity to time and space, examination and use of

Culture; Heritage Education; *Instructional Materials; Local History; *Material Development; Social Studies; *State History; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS- *Vermont

This document presents materials designed to help teachers in Vermont to teach more effectively about that state and its heritage. The materials stem from a conference at which scholars spoke to Vermont teachers about their work and about how it might be taught. Papers presented at the conference are included, as well as sample lessons and units developed by teachers who attended the conference. Examples of papers included are: "The Varieties of Vermont's Heritage: Resources for Vermont Schools" (H. Nicholas Muller, III); "Vermont Folk Art" (Mildred Ames and others); and "Resource Guide to Vermont Studies Materials" (Mary Gover and others). Three appendices also are included: (1) Vermont Studies Survey: A Report on the Status of Vermont Studies in the Schools (Daniel W. Gregg); (2) Conference Program; and (3) a list of conference participants. (DB)

ED 350 245 SO 022 632

True, Marshall, Ed.; And Others
Teaching Vermont's Heritage. Proceedings of the Working Conference on Vermont's Heritage for Teachers (2nd, Burlington, Vermont, July 9-13, 1984).
SPONS. AGENCY- Vermont Council on the Humanities and Public Issues, Hyde Park.
PUB DATE- 84
NOTE- 167p.; For a related document, see SO 022 631.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Background; Educational Resources; Elementary Secondary Education; *Heritage Education; History Instruction; *Interdisciplinary Approach; Local History; Social Studies; *State History; *Teaching Methods
IDENTIFIERS- *Vermont

This document presents the proceedings of a conference devoted to the development of teaching materials on the heritage of Vermont to be used in Vermont's classrooms. The following articles are included: "Everybody Has to be Somewhere, Sometime" (S. Hand); "A Vermont Geography: The Dynamic Map of the State" (S. Farrow); "The Vermont Environment: Landscapes and People" (J. Flack); "Living Spaces and Moving Places: Housing and Transportation in the Vermont Environment" (W. Ramey; D. Davidson); "Nature's Great Potential: The Forest" (Sr. A. Deslauriers); "A Choice to Make--Vermont Careers" (K. Lovering; J. Spidell); "Sifting the Dirt: Archaeology in the Elementary Classroom" (D. Plumb; J. Benjamin); "Literacy, Machinery, and Regional Poetry" (F. Gardner); "Cobwebs and Cookbooks" (A. Sullivan); "Music and Songwriting" (J. Gailmor); "Opening Grammy's Memory Box in the Classroom: Folklore in the Schools" (E. Ott); "Seeing Vermont with Our Ears" (M. Woods); "Musings on Clio: Life in the Little Republics of Vermont" (D. Sanford); "Was this Trip Necessary? 'Lt. Gen. John Burgoyne in the Champlain Valley in 1777'" (K. St. Germain); "Politics and Bed Lice: A Historical Study of Vermont Inns" (M. Paretti and others); "Myth or Reality? The Underground Railroad in Vermont" (R. Angell); "The Burlington Waterfront" (D. Orr); "Alternative Sources for the Teaching of Vermont History" (C. Denker); "Partnerships: Museums and Schools" (D. Dunn); "A Vermont Heritage Festival: A Celebration of Our Cultural Past and Present" (R. Bellstrom); and "Preserving Vermont's Political

Dance," consists of a review of literature and a discussion of the impact of the NEA on dance companies' organizational structure and financial stability, the decentralization of the field, the impact of NEA funding patterns on other funding agencies, the nature of the grant-making process, and political implications of NEA funding policies. Chapter 3 presents perspectives from four artists (Elizabeth Keen, Kathryn Posin, Jefferson James, and Spider Kedelsky). Chapter 4, "Higher Education and the Professional Dance World," discusses modern dance and the university, professionalism, the education and training of dancers, the conservatory tradition, ballet training, testing and technique, and the dancer as a person. Chapter 5, "Modern Dance in a Postmodern World," discusses issues related to modern dance as an art in the contemporary postmodern period, the NEA's impact and role in transforming dance into a commodity, careerism among dancers, a loss of purpose among dancers, and the role of education. Chapter 6, "Afterward: April 10, 1991," concludes the work with a discussion of the economic recession and funding for the arts, press coverage, and NEA's present situation. (Contains 128 references.) (LL)

ED 350 265 SP 034 025

Wideen, Marvin F.; McNally, Gregory W.
Induction Practices at the District Level: Fact or Fiction.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *Board of Education Policy; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Models; School Districts; Surveys; Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- British Columbia

Induction of beginning teachers has become a significant issue in education for several reasons: teacher retention, personal and psychological assistance to beginning teachers, assessment, reform, and academic curiosity. This study examined school district induction practices in the province of British Columbia (Canada). The objectives of the study were: to determine whether induction programs existed, to identify the policies and practices that characterized the programs, and to observe how the reported policies and practices were actually being carried out in the districts. For the study, a model for beginning teacher induction involving four levels of teacher assistance was proposed and used as a rough template against which to view the practices in the districts. The first level of teacher assistance is the "nuts and bolts" level which includes assistance and orientation to the context of the workplace in which the beginning teacher will be employed. At the second level, beginning teachers receive psychological support. At the third level, programs deal with changes in teaching practice. The fourth level involves programs that focus on reflection and professional growth. Telephone interviews with district personnel in eight districts were used to obtain information on district policy; questionnaires were used to collect data from beginning teachers in two school districts about the kinds of assistance they actually received.

NOTE- 12p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges (5th, Louisville, KY, June 5-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Cultural Pluralism; *Global Approach; Higher Education; *Leadership Responsibility; Liberal Arts; *Student Role; Teacher Educators; *Teacher Role
IDENTIFIERS- *Transformational Leadership

In attempting to understand the complexities involved in becoming a true leader and change agent, this paper differentiates between teachers inspiring action and teachers fostering passivity in a world moving toward a value system which upholds the ideals of a global consciousness. A major framework emerging in the 1990s is that of transformational leadership. This form of leadership, an interactive process, raises both the leader (teacher) and subordinates (students) to a higher level of aspiration and commitment to change. Transformational leadership is characterized by three major components: clarity of vision, empowerment of subordinates, and emphasis on change. The process by which interaction creates change momentum in classrooms includes: (1) modeling, the most effective behavior in conveying orientations, values, and attitudes; (2) positive self-perceptions resulting from life-long learning, time alone for self-reflection, positive attitudes toward transitions, and ongoing assessment of skills and limitations; (3) collective leadership, affirming the concept of empowerment, requiring the ability to listen, support, and challenge; and (4) providing vision, structure, and balance during transitional stages. (LL)

ED 350 284 SP 034 084

Burkhouse, Barbara; And Others
Multiple Reform Initiatives in Teacher Education: A Case Study.
PUB DATE- Jun 92
NOTE- 11p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Strategies; College School Cooperation; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Faculty Development; Federal Aid; Higher Education; *Interactive Video; *Preservice Teacher Education; *Production Techniques; Schools of Education; Teaching Experience; Videotape Recordings
IDENTIFIERS- *Marywood College PA; *Reform Efforts

This case study reports on a comprehensive college and its implementation of several initiatives for the reform of teacher education. In its revision process, Marywood College (Pennsylvania) focused on six specific objectives: (1) to investigate major national studies on the improvement of teaching; (2) to collaborate with school practitioners; (3) to formulate a knowledge base for the teacher education program; (4) to revise curriculum accordingly; (5) to provide opportunities for college faculty to update school experiences; and (6) to develop interactive video as an instructional resource. Following a brief description of professional education and a discussion of the objectives, the paper focuses on the design, development, and implementation of a Title III education programs. It is hoped that the thoughts and experience shared in this paper would be of interest and use to teachers in the United States and elsewhere. (LL)

ED 350 303 SP 034 194

Hendricks, Charlotte M., Ed.
Young Children on the Grow: Health, Activity, and Education in the Preschool Setting. Teacher Education Monograph No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Caregivers; Dance Education; Developmental Disabilities; *Health Education; *Health Promotion; Mental Health; Motor Development; Parent Participation; Physical Activities; Physical Activity Level; Physical Disabilities; *Physical Education; Physical Fitness; *Preschool Children; *Preschool Curriculum; Preschool Education; Preschool Teachers
IDENTIFIERS- Education of the Handicapped Act Amendments 1986

Preschool programs can and should be designed to incorporate comprehensive health and physical education. This monograph presents information which is useful to adults interested in increasing their knowledge of health, movement, and physical education as these areas relate to young children. The publication is organized into 14 chapters as follows: (1) "Young Children: An Introduction" (C. J. Smith); (2) "Early Childhood Education: The National Scene" (M. Hanson); (3) "Movement and Motor Development in Early Childhood" (D. Hester); (4) "Physical Activity of Young Children in Relation to Physical and Mental Health" (H. Taras); (5) "Dance in Early Childhood Education" (S. Stinson and Others); (6) "Educating Young Children about Health" (D. Macrina); (7) "The Impact of Public Law 99-457 on Health, Physical Education, Recreation, and Dance" (J. Aldridge); (8) "Preschool Children with Developmental Delays/Disabilities: Individual Differences and Integration" (C. Sherrill); (9) "Motoric and Fitness Assessment of Young Children" (C. Branta); (10) "Health Assessment and Intervention Techniques for 3-, 4-, and 5-Year-Old Children" (V. Hertel); (11) "Health Promotion through Parent Involvement in Early Childhood Education" (M. Kostelnik); (12) "Health and Safety Education for Caregivers" (L. Hofer); (13) "Playground Management and Safety" (L. Bowers); and (14) "Injury Prevention in the Child Care Setting" (A. Chang). Lists of figures and tables complete the document, and references are appended to chapters. (LL)

ED 350 304 SP 034 195

Clift, Renee T., Ed.; Evertson, Carolyn M., Ed.
Focal Points: Qualitative Inquiries into Teaching and Teacher Education. Teacher Education Monograph No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Mission; *Institutional Research; Long Range Planning; Program Effectiveness; *Program Evaluation; Self Evaluation (Groups); Supervisors; Undergraduate Study
IDENTIFIERS- *AIR Forum

The image and effectiveness of an economics and business department at a medium-sized Christian liberal arts college were assessed, in order to assist in departmental planning for the future. Using goals from the extended mission statement of the department, two groups of graduates were surveyed, 421 recent graduates who had graduated between 1 and 5 years ago and 130 older graduates who had graduated 10 to 15 years ago. In addition, recent graduates were asked to pass along an anonymous questionnaire packet to their immediate supervisors containing a modified version of the graduate questionnaire asking respondents to rate the department. Results indicated that a few departmental areas needed increased emphasis but that most of the graduates who went on to graduate school found themselves prepared either equally or better than others in their graduate programs. Most agreed that they would get the same degree from the same school if they had to do it over. Recent graduates were most likely to have useable suggestions for departmental improvement. The economics and business department used the study results to develop a strategic plan for itself, to inform the Business Advisory Council of the results, and to persuade all department members of the need for change. Six references are included. (JB)

ED 349 861 HE 025 778

Phillippi, Raymond H.
Just What Does the ACT Assessment and ACT/COMP Measure Anyway? AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Aptitude Tests; *College Outcomes Assessment; Grade Point Average; Group Testing; Higher Education; *Intelligence Tests; Student Evaluation; Test Use; *Test Validity
IDENTIFIERS- ACT Assessment; *AIR Forum; *College Outcome Measures Project; Multidimensional Aptitude Battery

A study was done of the relationship between the American College Testing (ACT) Assessment and the ACT/COMP (College Outcomes Measures Program) test and general intellectual ability of college students. The subjects for the study were 133 undergraduates, mostly freshmen, in Introductory Psychology at the University of Tennessee, Knoxville. The subjects took the Multidimensional Aptitude Battery (MAB), a group-administered intelligence test patterned after the Wechsler Adult Intelligence Scale. Results of the MAB were compared through correlation analysis and five regression analyses with the students' ACT and ACT/COMP scores as retrieved from university records. Variables used included the ACT and ACT/COMP scores, the MAB total score, high school grade point average, and college grade point average (which was measured 2 years later at the end of the sophomore year). Results showed that the students' scores on the ACT and ACT/COMP exams correlate strongly with intelligence as measured by the MAB. The ACT/COMP exam had no relationship with high school grade point average.

was found to be useful. A committee chairperson was chosen who could easily move back and forth among the subcultures with their different values, modes of behavior, incentive systems, and ways of communicating. Preliminary findings indicate that problems of student success in beginning math classes are more complex than was first imagined, that few faculty members who are viewed as the best teachers actually teach freshmen, and that advising and campus activities are major student concerns. The elements of a model for transferring information from the research realm into the policy arena are described. The paper concludes with a discussion of the implications of the case study for the field of institutional research. (Contains 16 references.) (GLR)

ED 349 879 HE 025 796

Munoz, Grisel; And Others
Excellence in Higher Education as Defined by Legislators, and Public and Private Institutions Administrators. Phase Two. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992). For an earlier report, see ED 336 024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; *College Administration; College Faculty; *Evaluation Criteria; *Excellence in Education; Higher Education; *Institutional Evaluation; Policy Formation; Private Colleges; Public Colleges; Questionnaires; Surveys
IDENTIFIERS- *AIR Forum; *Puerto Rico

This paper presents second phase research on the vision of Puerto Rico's higher education policy makers concerning excellence criteria. The research focused on the importance policy makers assigned to selected criteria of excellence and how they evaluated postsecondary institutions in regard to these criteria. A questionnaire was administered to 46 members of the Commissions on Education of the Puerto Rico Legislature, composed of the administrators and governing boards of the five major public and private postsecondary institutions in Puerto Rico and prominent academic figures. Among the findings were the following: (1) respondents ranked as important the excellence criteria concerning faculty and administrators, and believed that the institutions were accomplishing such criteria; (2) the most prominent excellence criteria were the academic preparation of faculty, the expertise of faculty, the administrators' dedication, entering students' general point average, and college entrance examination scores; (3) private institutions placed more importance on students' understanding of religious principles, while public institution respondents highlighted adequate services rendered by the Registrar's Office; and (4) compared to public institution respondents, private institution respondents indicated a higher degree of fulfillment in areas such as administrators' perspective regarding the future of higher education and their ability to establish relations with the external community. The paper also found that most respondents felt that Puperto Rico institutions were not complying with 64% of the indicators of excellence. (GLR)

ED 349 880 HE 025 797

Goals Panel

This report reviews the concept and means of assessing progress toward meeting Goal 5 of the National Goals Panel which aims at universal adult literacy and knowledge and skills needed to compete in the global economy and exercise citizenship. The goal's specific objectives focus on the relationship between work and education and outcomes, increased enrollment (especially of minorities) in postsecondary education, and outcomes of postsecondary education. The report identifies significant issues to be addressed and coordinated nationally if a national strategy for assessing the results of postsecondary education is to develop. Six critical issues relating to achieving the national goal are identified: (1) defining assessment purposes, (2) defining skill levels and types, (3) providing inventory and coordination, (4) assigning responsibility for assessment, (5) developing systems, and (6) assessing progress toward the goal. Recommendations include: adoption of a uniform reporting format for reporting degree completion rates (a specific format is suggested); development of a sample-based national system of standards and assessment for postsecondary education; development of content and performance standards for general cognitive skills, higher order thinking skills, and occupational skills; and creation of a separate coordinating council for postsecondary standards and assessment. Included are two attachments, a table form for persistence and graduation rates and an inventory of assessment activities. (JB)

ED 349 898   HE 025 819

Torkelson, Kris
Using Imagination To Encourage ITAs To Take Risks.
PUB DATE- 92
NOTE- 17p.; Paper presented at the Teachers of English to Speakers of Other Languages Annual Convention and Exposition (26th, Vancouver, British Columbia, Canada, March 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Communication Skills; Cultural Differences; Developmental Programs; Foreign Culture; *Foreign Students; *Graduate Students; Graduate Surveys; Higher Education; Nonverbal Communication; Psychological Characteristics; *Staff Development; Student Attitudes; Student Development; *Teaching Assistants
IDENTIFIERS- *Asians; Myers Briggs Type Indicator; *University of Minnesota

Information from a survey of temperament and learning styles was used with International Teaching Assistants (ITAs) at the University of Minnesota in an ITA development course to enhance their communication skills and teaching abilities. The study used the Keirsey Temperament Sorter, a condensed version of the Myers-Briggs Temperament Inventory, with 35 ITAs and compared their responses with the general population of Americans who have taken the survey. All the ITAs were from Asian cultures and were temporarily in the United States for graduate study. The results indicated that over 65 percent appeared introverted and more than 90 percent preferred working with concepts and ideas rather than with people. Using this information with the 35 ITAs in a development course, the participants responded well to the information and appeared to understand the American students' expectation for interaction with teachers. An

Mobility in the Asia/Pacific trial programs. (GLR)

ED 349 918   HE 025 842

Holland, Gary
The Recruitment, Retention, and Promotion of African American Faculty in the United States.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *Blacks; *College Faculty; Colleges; *Faculty Promotion; *Faculty Recruitment; Higher Education; *Labor Turnover; Literature Reviews; Minority Groups; Negative Attitudes; *Personnel Selection; Racial Attitudes; School Holding Power; Universities
IDENTIFIERS- African Americans

This paper examines the past and current attitudes and practices toward hiring, retaining, and promoting African American faculty members, and explores suggestions and predictions pertaining to increased inclusion of African Americans on university and college faculties. It argues that the major problem resulting from the lack of African American faculty in universities and colleges is the impression it gives to African American youngsters, White youngsters, and African American and White university and college staff. Discussed are some of the reasons cited for this shortage of African American professors including institutional racism, failure of affirmative action policies, low numbers of African American Ph.Ds, declining emphasis on recruiting and retaining graduate minority students, and a discouraging employment outlook for new doctorate holders. The paper argues that the problem of increasing African American faculty in universities and colleges is acute; and that it is the role of the educational community to lead the way in preparing the nation, which will soon be more evenly divided among African Americans, Whites, and Latin Americans, into the 21st century. Contains 11 references. (GLR)

ED 349 919   HE 025 843

Manski, Charles F.
Parental Income and College Opportunity. DSC Report Series.
PUB DATE- 26 Aug 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Persistence; *College Bound Students; Colleges; Comparative Analysis; *Enrollment Trends; *Family Income; Higher Education; High Schools; Longitudinal Studies; *Postsecondary Education; Private Schools; Public Schools; Secondary School Students; Socioeconomic Influences; Surveys; Trend Analysis; Universities

This paper describes recent patterns of income stratification in American colleges. Data from the Current Population Survey provide estimates of college enrollment stratification by income during the period 1970-1988. The National Longitudinal Study of the High School Class of 1972 and the High School and Beyond survey provide data for two cohorts on the relationships between family income and college graduation. Time trends indicate that for each income quintile, the fraction of youth

HyperCard is a software construction toolkit that can be used to develop many types of class projects, ranging from interactive stories and dinosaur databases to hypermedia applications involving audio and video as well as computer text and graphics. The tutorial is presented in five chapters: (1) Electronic Notecards; (2) HyperCard Buttons; (3) HyperCard Fields; (4) HyperCard Backgrounds; and (5) HyperCard Stacks. An appendix contains information on version 2 of HyperCard. Extensive drawings illustrating computer screen displays accompany the text. (ALF)

ED 349 938 IR 015 669

Yoder, Sharon
HyperTalk for Educators. An Introduction.
PUB DATE- 92
NOTE- 291p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authoring Aids (Programing); *Computer Software Development; Elementary Secondary Education; *Hypermedia; Microcomputers; Programing Languages
IDENTIFIERS- Apple Macintosh; *HyperCard; *HyperTalk

This guide is designed to introduce teachers and students to the use of the HyperTalk programming language in order to extend the power of HyperCard and to suggest ways to use HyperCard in conjunction with HyperTalk in an educational setting. It is noted that previous familiarity with the Macintosh interface, Home stack, and HyperCard at the authoring level are necessary for using this guide. Chapters 0-2 provide a brief overview of HyperCard and simple material that is often covered in beginning books or workshops. Chapters 3 through 20 cover many of the important, but relatively easy-to-use ideas in Hypertalk programming, as well as an introduction to some important ideas in computer science. Chapters 21-25 introduce important ideas in programming and computer science: conditionals, looping, scope of variables, and parameter passing. The book is designed for use while working at the computer, and it is noted that the final chapters would best be used in conjunction with HyperCard projects or other sources of information about HyperCard. Individual chapters contain summaries of new HyperTalk words, keyboard shortcuts, and information on debugging and testing. The index includes references to all important concepts and to the first use of each new HyperTalk word. Three appendices present the keyboard shortcuts given in the book by category, a list of HyperTalk words by category, and an alphabetical listing of all HyperTalk words. (ALF)

ED 349 939 IR 015 670

Morse, Frances K.; Daiute, Colette
I LIKE Computers versus I LIKERT Computers: Rethinking Methods for Assessing the Gender Gap in Computing.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

California court setting using a court reporter's official transcripts of sidebar discussions as data on disturbances and innovations in the trial interactions; and (4) Twisting the Scripts: Heterogeneity and Shared Cognition in Multi-Professional Medical Teams--an analysis of expertise in multi-professional medical teams working in Finnish health centers which examines audio- and videotape recordings of their interactions using a three-pronged model of coordination, cooperation, and communication. Most of the 173 references listed are in English. (ALF)

ED 349 957   IR 015 693

Newman, Denis; And Others
Local Infrastructures for School Networking: Current Models and Prospects. Technical Report No. 22.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- May 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications; Comparative Analysis; *Computer Networks; Educational Change; Educational Technology; Elementary Secondary Education; *Futures (of Society); Information Networks; *Local Area Networks; Microcomputers; *Models; *Telecommunications
IDENTIFIERS- *Wide Area Networks

This paper identifies a paradigm shift that must take place in school networking. The ultimate goal is to retool the schools with a local technical infrastructure that gives teachers and students immediate access to communication systems and information resources, thereby supporting the implementation of advances in pedagogy and educational technology. The current notion of telecomputing cannot address the information requirements locally within the school and, ultimately, will fragment and inhibit any move toward universal access to information resources. A technology is needed that combines local and wide area networking (LAN and WAN), making access to remote resources part of the everyday work with school computers. This report contains the following sections: (1) The Problem: Combining Local and Wide Area Communication--facts about the current state of school networks and the dissociation of school LANs and WANs; (2) A Brief History of Network Technology; (3) A Convergence of School LAN's and WAN's--integrating and simplifying a school internetwork; (4) Current Models of School LAN-WAN Connectivity--a comparison of six models; and (5) Prospects for the Future. (Contains 10 notes and 34 references.) (Author/ALF)

ED 349 958   IR 015 694

Polin, Linda
(Making) Changes in Teachers' Understanding and Use of Technology for Instruction. Draft.
PUB DATE- Apr 92
NOTE- 48p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

division; (4) special projects, including a governor's conference on library and information services and administration of a grant for humanities programs; (5) publications, including newsletters, a video catalog, and several reports; and (6) financial responsibilities, including LSCA grants awarded. Alabama Public Library Service staff are listed, and a related report provides more detailed statistics and a complete directory of libraries. (MES)

ED 349 977 IR 054 136

Alabama Public Library Service Library Directory and 1991 Statistical Report.
PUB DATE- 91
NOTE- 150p.; For the 1990 directory and statistics, see ED 333 876. For the 1991 annual report, see IR 054 135.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annual Reports; Directories; Income; Library Administration; Library Expenditures; Library Materials; Library Networks; Library Services; *Library Statistics; *Public Libraries; State Programs
IDENTIFIERS- *Alabama Public Library Service

This 1991 report from the Alabama Public Library Service includes directories of public libraries, single-county public library systems, multi-county public library systems, and multitype library systems in the state, as well as cross-references providing access by library name and librarian. Individual library statistics present data for fiscal year 1991 on print resources, non-print resources, income, salaries and materials, other expenditures, circulation, and reference and programs. Library rankings by size of staff, total volumes, circulation, total income, and expenditures (total, local per capita, and total per capita) are presented. (MES)

ED 349 978 IR 054 139

Doyle, Robert P.
International Relations Program, 1991.
PUB DATE- Jan 92
NOTE- 7p.; For a related report, see ED 316 250.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Bibliographic Records; Conferences; Educational Planning; Foreign Countries; Futures (of Society); *International Programs; International Relations; Librarians; *Library Associations; Library Materials; Machine Readable Cataloging
IDENTIFIERS- *American Library Association; *Rumania; USSR

This brochure describes the following 1991 international relations programs of the American Library Association (ALA): (1) the Books for Romania Program, which resulted in donations of books, journals, microfilm products, and microfilm readers valued at approximately $5 million to Rumanian libraries; (2) the Colloquium on Library Science, a colloquium for Rumanian librarians on current issues in library services, education, and organization; (3) the Library/Book Fellows Program, which placed U.S. librarians in working situations overseas; (4) the World Conference on Education for All during which educators, government officials, social scientists, and other policymakers

This brochure provides information on the background, objectives, location, management, funding, and current developments in 1992-93 International Federation of Library Associations (IFLA) core programs. The following programs are discussed: (1) Universal Bibliographic Control and International MARC (UBCIM), including work on the development of International Standard Bibliographic Descriptions, the UNIMARC formats, and publications dealing with machine-readable cataloging and exchange of bibliographic records, as well as planned activities; (2) Universal Availability of Publications (UAP), including research in the role of national libraries, activities related to copyright law, areas for further research, publications, and conference participation by UAP staff; (3) Preservation and Conservation (PAC), including the role of regional centers, a symposium on the preservation of serial literature, and an audiovisual program on disaster preparedness; and (4) Universal Dataflow and Telecommunications (UDT), including UDT's role in a project related to international exchange of interlibrary loan requests and research focusing on the Open Systems Interconnection (OSI) technology. A list of contributors to IFLA core programs between 1980 and 1990 and correspondence addresses for the core programs and the PAC regional centers are provided. (MES)

ED 349 997 IR 054 179

IFLA's Core Programme for the Advancement of Librarianship in the Third World--ALP.
PUB DATE- 92
NOTE- 18p.; For related documents, see IR 054 175, IR 054 178, IR 054 182-183, IR 054 190, and IR 054 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Foreign Countries; Guidelines; International Organizations; *International Programs; *Library Associations; *Library Education; *Library Services; Literacy Education; Objectives; *Program Proposals
IDENTIFIERS- *International Federation of Library Associations

This brochure provides information on the International Federation of Library Associations (IFLA) core program for the Advancement of Librarianship in the Third World (ALP), which was launched in 1984 to further the library profession, library institutions, and library and information services in less developed countries. Program objectives are summarized, and goals and plans for 1992-97 are discussed. Within the Special ALP areas the goals are: (1) to assist library staff, library schools, and library associations in education and training programs; (2) to promote the establishment and development of library and information services to the public with particular attention to the needs of rural and urban marginal areas; and (3) to encourage greater involvement and identification of libraries with literacy work. The ALP International Focal Point located at Uppsala University Library in Sweden, and IFLA's Division of Regional Activities with its three regional offices for Africa, Asia and Oceania, and Latin America and the Caribbean are described. Guidelines for ALP project applications are provided, including information about project areas, relevant criteria, necessary information to be submitted, and the annual procedure and schedule for project handling. A directory of IFLA headquarters and ALP offices is included. (MES)

ED 349 998 IR 054 180

IDENTIFIERS- *Dewey Decimal Classification

An excessive number of non-fiction books were shelved incorrectly in an elementary school media center where, due to budget cuts, the media specialist depended on fifth grade student volunteers for book shelving assistance. A 12-week training program was developed for the fifth grade media volunteers, who met once a week for 40 minutes. The objective of the program was to enable students to improve their shelving skills as demonstrated by a 10% increase in correctly shelved books. The training consisted of student experiences in organizational thinking and applications of the Dewey Decimal System in activities such as creation of Dewey Decimal collage posters, participation in an "Adopt-a-Shelf" program requiring student responsibility for a particular shelf, and development of a student media volunteer handbook. A second project goal was to increase the interest of fourth graders in becoming media aides. By the end of the project period, the fifth grade media aides had reduced shelving errors more than 10%, the media center was visited more often by volunteers, and the fourth graders, who were aware of special activities surrounding the fifth graders' involvement, showed increased interest in becoming media aides. Appendices include forms, worksheets, the survey used with fourth graders, bulletin board and bookmark designs, shelf labels, and a shelf adoption certificate. (Contains 51 references.) (Author/KRN)

ED 350 016 JC 910 476

Perfumo-Kreiss, Paulette; Harrison, Laurie
Economic Development at the Grass Roots: A Guide for Creating Partnerships between Main Street Programs and California Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 53p.; Funded by a grant from the Chancellor's Office of the California Community Colleges through the ED Net program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Community Coordination; Community Development; Community Organizations; Cooperative Programs; *Economic Development; Guides; Local Issues; Profiles; Rural Areas; *School Business Relationship; *School Community Relationship; Small Businesses; *State Programs; Statewide Planning; Two Year Colleges; *Urban Renewal
IDENTIFIERS- *California Community Colleges; *California Mainstreet Program

The California Main Street Program (MSP) provides technical assistance to rural communities facing rapid growth and downtown decay, serving as a vehicle for local stimulation and revitalization of downtown area businesses. This five-part handbook presents strategies for creating partnerships between California's MSPs and the state's community colleges. Following an introduction which details the development and structure of both the MSP and the California Community Colleges (CCCs), "The Mutual Benefits of Cooperation," discusses advantages and constraints of partnership for both entities. Next, "Defining the Relationship," reviews the roles and responsibilities of participants, and provides examples of college departments and the assistance they might provide within cooperative measures of institutional effectiveness among two-year colleges. The first initiative of PC was a survey of two-year institutions nationwide to identify current and future efforts at student outcomes assessment. Among the two-year institutions designated by PC to serve as demonstration sites to develop student outcomes assessment models were Dyersburg State Community College (DSCC), in Tennessee; Midlands Technical College (MTC), in South Carolina; Orangeburg-Calhoun Technical College (OCTC), in South Carolina; and Technical College of the Lowcountry (TCL), in South Carolina. At DSCC, the model includes assessment of the general education proficiency of graduating sophomores, of entering students' basic skills, and of knowledge of DSCC programs, as well as 2-year follow-up studies of alumni, surveys of graduating sophomores, follow-up surveys of dropouts, and community surveys and focus groups. The critical success factors used at MTC to evaluate the college's performance include student satisfaction and retention; post-education success; community economic development; and organizational development. At OCTC, effectiveness is measured through student growth in general education knowledge from college entry to exit. TCL has developed a model assessment, orientation, and advisement program, and an assessment strategy which examines the correlation between entry and outcomes assessment instruments. A detailed review of the PC survey is provided. (PAA)

ED 350 032 JC 920 483

Dyer, Patricia A.
Learning and Student Success: The Mission of Higher Education.
PUB DATE- Sep 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Accountability; College Outcomes Assessment; *College Role; Community Colleges; *Institutional Mission; Instructional Improvement; Remedial Instruction; *Student Educational Objectives; Success; Teacher Improvement; *Two Year Colleges; Two Year College Students

In the accountability movement in higher education, the success of two-year colleges is often viewed solely by standards which apply only to four-year institutions, such as the completion of a degree program. Many two-year college students, however, enroll to prepare for employment, to develop important life skills, or to retrain for employment. Among the student satisfaction and retention measures which can be used to evaluate institutional effectiveness in two-year colleges are completion of educational goals; achievement of career goals; course grades; and student assessment of cognitive and noncognitive outcomes. In addition, post-education satisfaction and success measures can be examined, including attainment of a job related to curriculum; transfer to a four-year institution; attainment of advanced degrees; performance on certification and licensure exams; and job success. The efforts of two-year colleges to measure institutional effectiveness has drawn attention to the low-level of preparedness among entering students, leading to more comprehensive assessment and remediation programs. In addition, a growing awareness of the importance of effective instruction has led to increasing efforts in the areas of critical thinking, active learning programs, and classroom research. The diverse profile of the two-year college student calls for a curriculum with adequate

Change; *Faculty College Relationship; *Faculty Publishing; National Surveys; Research Skills; *Scholarship; Teacher Role; Two Year Colleges; Writing for Publication
IDENTIFIERS- *Faculty Attitudes

Endorsing a broader definition of scholarship and increased recognition of faculty and administrator scholarship in two-year colleges, this collection of seven articles examines the role of leadership in changing institutional attitudes and values; the connection between scholarship and teaching; and the professional obligations of community college educators. The articles include: (1) "Scholarship and the Culture of the Community College," by George B. Vaughan, which reviews aspects of community college culture that inhibit scholarship, and discusses ways to encourage cultural changes that support it; (2) "The Role of the Community College President in Promoting and Rewarding Faculty Scholarship," by Karen A. Bowyer, which presents the results of a nationwide survey of 117 community college presidents; (3) "Scholarship and the Academic Dean," by Betty Duvall, which offers recommendations to deans seeking to encourage faculty scholarship; (4) "Empowering Faculty as Teacher-Researchers," by Keith Kroll, which reviews a number of classroom research models and their implications; (5) "Scholarship, the Transformation of Knowledge, and Community College Teaching," by James L. Ratcliff, which argues for engagement with the literature of the disciplines to enrich teaching and stimulate a culture of inquiry; (6) "The Scholarly Activities of Community College Faculty: Findings of a National Survey," by James C. Palmer; and (7) "Additional Resources on Faculty Scholarship at Community Colleges," by Diane Hirshberg. An appendix reviews the sampling methodology used for the study described by Palmer. (PAA)

ED 350 049   JC 920 503

Baker, George A., III; And Others
Cultural Leadership: Inside America's Community Colleges.
PUB DATE- 92
NOTE- 271p.; Published by the Community College Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Administrative Organization; *Administrator Role; Administrators; Change Agents; Change Strategies; College Administration; *College Environment; Community Colleges; Cultural Awareness; *Cultural Context; Cultural Influences; *Culture; Educational Change; Leaders; *Leadership; Leadership Styles; *Models; Organizational Change; Organizational Climate; Theory Practice Relationship; Two Year Colleges

Contending that the relationship between leadership and the creation and management of institutional culture is critical to the future success of community colleges, this book explores theory, research, and practice associated with this perspective. The following chapters are provided: (1) "Creative Cultures: Toward a New Paradigm," by George A. Baker, III; (2) "Community College Climate: The Signature of a Movement," by Baker; (3) "Creating, Managing, and Transforming Community College Culture: Presidential Perspectives," by Charlotte Biggerstaff; (4) "Culture and Communication," by Tessa Martinez Tagle; (5) "Empowering the Leadership Team," by Mary Ann Roe; (6) "Instructional Leadership: Building a Culture of Excellence in the Teaching-Learning Community," by Rosemary Gillett-Karam and Eli Pena; (7) "An Organizational Culture Consciously Shaped To Foster Creativity and Innovation," by Michele Nelson; (8)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Core Curriculum; Course Content; *Curriculum Design; Curriculum Development; Ethnicity; *General Education; Higher Education; *Interdisciplinary Approach; Liberal Arts; *North American Culture; Problem Solving; *Psychology; Racial Factors; Undergraduate Study; Values; Western Civilization
IDENTIFIERS- Freud (Sigmund); *Moravian College PA

The new core curriculum at Moravian College, in Pennsylvania, utilizes an interdisciplinary approach, integrating topics of psychology into three of the seven core courses: "Microcosm/Macrocosm"; "Quantitative Problem Solving"; and the seminar "Gender, Ethnicity, and Race." The course "Microcosm/Macrocosm" focuses on major themes in Western Culture. Psychology is introduced into the course through examinations of Sigmund Freud's views on the human mind and culture, completion of dream analysis assignments, and written responses to readings of Freud's correspondence with Albert Einstein. The course "Quantitative Problem Solving" focuses on understanding problem representations, heuristics, decision strategies, logic, and critical thinking processes. The course utilizes elements of cognitive psychology dealing with problem solving and decision making, such as memory structure and the constraints imposed by it. Students in the course complete two projects with psychological elements: designing a behavior modification or life-style management project; and conducting an analysis of the social roles viewed during three hours of prime time television. The core seminar focuses on "American character." Students explore the ideas of self-reliance, conformity, individualism, honesty, and prejudice through novels, a play, films, and autobiographies which address issues of gender, ethnicity, and race. Though the course does not explicitly incorporate psychological topics, it is taught jointly by a social psychologist, a theologian, and an education professor who provide an interdisciplinary orientation. (PAA)

ED 350 066 JC 920 527

Ostertag, Vesna
Part Time Faculty Staff Development Model for the Nineties.
PUB DATE- Feb 91
NOTE- 15p.; Paper presented at the University of South Carolina and South Carolina Commission of Higher Education conference, "Enhancing the Quality of Teaching in Postsecondary Institutions: Challenges for the 90's" (Charleston, SC, February 1-3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjunct Faculty; Armed Forces; College Faculty; Community Colleges; *Faculty Development; Foreign Countries; Instructional Improvement; Multicampus Colleges; *Part Time Faculty; Program Development; Questionnaires; School Surveys; Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Workshops; Teaching Methods; Teaching Skills; Two Year Colleges
IDENTIFIERS- *Central Texas College

The Central Texas College Europe Campus (CTCEC), in Hanau, adequacy of options for formal care, utilization rates, parental satisfaction with care, admission policies, recruitment strategies, average enrollment, and enrollment of children from low-income and minority families. Next, other studies on the availability, quality, and affordability of formal early education and care are reviewed. Information is presented on: (1) average group sizes in centers and regulated family child care; (2) child-staff ratios in both settings; (3) caregiver qualifications in centers and regulated home-based settings; (4) turnover among caregivers; (5) organizational sponsorship of home-based providers; (6) parent fees; and (7) revenues from government sources. (AC)

ED 350 084 PS 020 648

Ooms, Theodora
The Crisis in Foster Care: New Directions for the 1990s.
SPONS. AGENCY- Consortium of Family Organizations.; Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 19 Jan 90
NOTE- 48p.; Policy seminar conducted by the Family Impact Seminar (Washington, DC, January 19, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biological Parents; *Child Welfare; *Family Problems; *Federal Legislation; *Foster Care; *Foster Children; Foster Family; Objectives; Social Problems; Sociocultural Patterns; *Welfare Agencies

In January, 1990, a policy seminar examined problems with the foster care system and ways to encourage preventive and family-centered efforts. This document includes highlights of the seminar and a background briefing report. Seminar panelists included: Charles Gershenson, senior policy analyst, Center for the Study of Social Policy; Ann Rosewater, staff director, House Select Committee for Children, Youth and Families; and Ruth Massinga, chief executive, Casey Family Program, Seattle Washington and president, American Public Welfare Association. The eight-part briefing report contains: (1) an introduction to goals of foster care, the impact of 1980 reforms, and the conflicts inherent in the values and goals of foster care; (2) an overview of key principles and components of the child welfare system; (3) an analysis of trends and indicators, including information on the characteristics of foster children; the dynamics of the foster care system; and the effects of such pressures on the system as the rise in child abuse and neglect reports, drug abuse, and homelessness; (4) an overview of federal foster care programs; (5) a review of major problems and challenges, including the need for an improvement in data collection and research; the impact of federal foster care and adoption reforms; problems in the foster care system, including inadequate funding, unpaid claims, escalating administrative expenses, weak oversight, and fragmentation of services; staffing problems at the agency level; increased court burdens and training needs; the shortage of foster parents; and parent advocacy; (6) a discussion of new strategies to preserve families and integrate services; (7) a list of organizational resources; and (8) a 28-item bibliography. Graphs and charts are appended. (AC)

ED 350 085 PS 020 652

Carnegie Corporation of New York: Grants and Appropriations 1991.

(055)
DESCRIPTORS- Adolescents; *Family Involvement; Family Programs; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Participation; *Parent School Relationship; Program Descriptions; Program Design; Program Development; *Volunteers

This monograph offers middle grades educators recommendations for increasing the involvement of family members in school-related programs and activities. Introductory material describes the earlier work of the National Middle School Association in fostering parent involvement. Next, the monograph describes reasons for encouraging such involvement, highlighting such benefits as improved student academic performance, closer relations among family members, and improved relations between home and school and school and community. The next section reviews recent research on parent and family involvement, covering types of involvement, parent attitudes and practices, educators' attitudes and practices, barriers to parent and family involvement, and effects of such involvement. After discussing the instructional and support roles family members can play, the monograph underscores the importance of good communication and recommends 11 ways that educators can communicate with families. The next section presents 10 steps in establishing an effective program: (1) conduct a needs assessment; (2) select a program coordinator; (3) match needs and resources; (4) educate school personnel about the value of family and community volunteers; (5) recruit volunteers; (6) orient and train volunteers; (7) assess the program and make adjustments; (8) develop ongoing ways of recognizing the contributions of volunteers and staff; (9) maintain a high profile in the community; and (10) conduct regular formal evaluation. Short descriptions of Florida's Red Carpet Schools Program and Wisconsin's Families in Education Program are provided, as well as a list of 69 related resources and 26 organizations. (AC)

ED 350 104 PS 020 856

Fisher, E. A.
Early Childhood Care and Education (ECCE): A World Survey. The Young Child and the Family Environment Project, 1990-1995.
PUB DATE- 91
NOTE- 130p.; For the original survey report, see ED 134 302.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Involvement; *Day Care; Educational Facilities; Educational Legislation; Educational Policy; *Educational Trends; Financial Support; Instructional Materials; Mass Media Use; *Parent Participation; *Preschool Children; *Preschool Education; Preschool Teachers; Publicity; Questionnaires; Teacher Education; Transitional Programs
IDENTIFIERS- International Surveys; *Program Objectives

In 1988, UNESCO conducted a follow-up survey to a 1974 survey of early childhood care and education (ECCE) programs. In 1988, questionnaires were sent to UN member states in order to obtain information about ECCE programs worldwide, ascertain trends in ECCE, and compile information relevant to the further development of ECCE programs. This report analyzes those parts of the questionnaire response from 88 countries which are of a statistical nature. Sections in the report present data concerning: (1) the number and types of institutions providing ECCE programs; (2) children served by ECCE programs; (3) early childhood staff; (4) training of early childhood teachers; (5) objectives of ECCE programs; (6) content of early childhood concern about the hiring process. This study suggests: (1) school boards must be more thorough in the selection and hiring process; (2) state agencies responsible for certification of school administrators must become more proactive in addressing the issue of ineffective administrators; (3) the School Boards Association and State Department of Education should monitor and provide direct assistance to those schools experiencing excessive turnover; and (4) educational requirements must be more relevant to issues such as integrity, communication, and morality. (LP)

ED 350 122 RC 018 714

Saragoza, Alex M.
Mexican Immigrant Children in American Schools: A Brief Sketch.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; Adolescents; *Children; Economic Factors; Elementary Secondary Education; *Immigrants; Mexican American Education; *Mexican Americans; Mexicans; *Parent Attitudes; Socialization; *Student Characteristics; Teacher Attitudes
IDENTIFIERS- Immigration

This essay outlines Mexican immigration to the United States, with particular reference to Mexican children and the implications for schooling. The ability of Mexican immigrants to obtain jobs and the nature of the work itself has changed drastically for the worse in recent years. Children of Mexican origin differ in numerous ways in part because of the diverse background in legal status (illegal versus legal resident, and the naturalized citizen), length of stay in the United States, and the intermarriage status. Mexicans usually migrate to the United States for economic reasons. The migration itself involves great risk, stress, and financial investment. Most immigrants have had few years of schooling, an agrarian upbringing, and a small-town lifestyle. The experience of rural Mexicans with their country's educational institutions is marked by uncertainty and distrust, although parents show much deference to teachers. Newly-arrived immigrant children face a cumulative process of adaptation to living in the United States. Teachers usually find immigrant children more cooperative than Mexican-American children who, reared in the United States and under the influence of the "Mexican" stigma, tend to see immigrant children negatively. Large gaps are found between the American youth culture and traditional views of Mexican parents. The following factors can enhance the ability of the teacher to intervene successfully in the educational development of recently arrived Mexican children: (1) outreach programs; (2) resource groups and organizations; (3) knowledge of familial and social networks of the child; and (4) shared information among teachers concerning the instruction of immigrant children. (KS)

ED 350 123 RC 018 731

Summer Program Options. Summer Program Academic Resources Coordination Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- 92

inefficient. The advent of motor vehicles reduced isolation for some, and allowed consolidation to proceed. In 1929, cuts in public expenditure led to massive unemployment and migration to cities. After 1934, the growing use of aircraft and developments in radio reduced the isolation of northern Queenslanders. (KS)

ED 350 140 RC 018 832

Outdoor Ethics Information Packet.
PUB DATE- Jan 92
NOTE- 31p.; For a related document, see RC 018 833.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Responsibility; *Conservation (Environment); *Conservation Education; *Ethics; *Natural Resources; Outdoor Activities; *Outdoor Education; Recreational Activities; Recreationists
IDENTIFIERS- *Outdoor Recreationists; Wilderness

This document contains information about outdoor ethics issues. The information was compiled by the Izaak Walton League of America, established in 1922 as a national nonprofit organization whose members educate the public about emerging natural resource threats and promote citizen involvement in environmental protection efforts. The league believes that unless outdoor enthusiasts behave responsibly, we may lose the recreational opportunities our natural resources offer. In addition to a basic brochure describing the Izaak Walton League, there are six single page information sheets on the following topics: (1) wildlife observation ethics; (2) anti-poaching hotline numbers for each state; (3) hunter and landowner relations; (4) camping ethics; (5) fishing ethics; and (6) alcohol and outdoor recreation. An outdoor ethics resource list citing nine items on such subjects as boating ethics and hunting ethics concludes the package. (LP)

ED 350 141 RC 018 833

Leave No Trace! Land Ethics and Tread Lightly! On Public and Private Land. A National Land Use Ethics Program.
PUB DATE- Aug 91
NOTE- 34p.; A cooperative effort of the Forest Service, National Park Service, and Bureau of Land Management, with technical assistance by the Izaak Walton League and support by the DuPont Company. For a related document, see RC 018 832.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Responsibility; *Conservation (Environment); *Conservation Education; *Ethics; Natural Resources; *Outdoor Education; *Recreational Activities; Recreationists
IDENTIFIERS- *Outdoor Recreationists; Wilderness

administration and staff; (2) the development of a discipline code, and inservice support in this area; (3) continuation of inservice opportunities corresponding with teacher requests; and (4) district administrative aid with analyses of test scores and recommendations for curriculum and instruction revisions.

ED 350 158 SE 053 065

Seever, Margaret
Knotts Environmental Science Magnet Elementary School: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 52p.; For related documents, see SE 053 010, SE 053 012, and SE 053 067.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement; Achievement Rating; Administrator Effectiveness; *Educational Assessment; Educational Quality; Elementary Education; Environmental Education; Evaluation Methods; Institutional Characteristics; Instructional Effectiveness; Integrated Curriculum; *Magnet Schools; *Program Evaluation; Questionnaires; School Demography; *School Effectiveness; School Statistics; School Surveys; Summative Evaluation; Tables (Data)
IDENTIFIERS- *Environmental Science; Kansas City Public Schools MO

This report presents a summative evaluation of the first 3 years of the program of Knotts Environmental Science School in the Kansas City School District, Missouri. The school, which serves students in kindergarten through grade 5, began operation in 1988. The report focuses on the enrollment goals; the implementation of the program; the 1990-91 Iowa Tests of Basic Skills (ITBS) and Missouri Mastery and Achievement Test (MMAT) achievement scores; and perceptions of students, parents, and school staff toward the program. Site visits, classroom observations, and field trip and activity records reveal that the magnet theme (environmental science) is being infused in classroom and other activities. Achievement test scores appear in tables 8-10, along with clarifying information. The program perceptions of students and parents were very positive, while the teachers' perceptions were mixed. These responses are portrayed in tables 11-13. Included in the study is a comparison of third- to fifth-grade students from Knotts and a demographically similar traditional school. Problem areas cited by a large minority of teachers included problems with field trips, science resource teacher support, and dissatisfaction with discipline. Concluding recommendations emphasize: (1) the importance of teacher inservice opportunities; (2) an exploration of the dissatisfaction with the field trip process; (3) the need for the formulation of a discipline plan; (4) administrative and instructional staff recommendations for and implementation support of changes stemming from the results of classroom observation data; and (5) administrative support in the utilization of standardized test results. (MCO)

ED 350 159 SE 053 067

Seever, Margaret
Trailwoods Environmental Science Magnet Elementary School. Formative Evaulation.
PUB DATE- Aug 91

achievement from three perspectives: the impact made by schools or organizations; the impact made in the classroom; and the impact made by instructional materials. Section VI describes changes that can be made by schools and individuals in response to the evaluation of present practice. Actions suggested include school restructuring; curriculum modifications; and changes in instructional programs, instructional materials, support services, and parental and community involvement. Section VII provides a list of selected organizational resources to contact for information related to at-risk students. (Contains over 70 references.) (MDH)

ED 350 176 SO 021 028

Reimers, Fernando; And Others
Does Expansion Help or Hurt Quality in Primary Schools? Evidence from Pakistan.
PUB DATE- 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Educational Assessment; *Educational Policy; *Educational Quality; Educational Research; Elementary Schools; Expenditures; Foreign Countries; *Intermediate Grades; Statistical Analysis
IDENTIFIERS- Pakistan

The debate about possible tradeoffs between quantity and quality in schools has been confused by using available data as a basis for conceptual definitions. Under certain conditions expansion of enrollment or class sizes will have either no influence or a positive influence on the the quality of learning. The conventional wisdom about tradeoffs between quality and quantity in education is explored. Data from primary schools and about students in Pakistan rather than aggregated national statistics about schools and their quality is used here. Situations in which larger numbers of students may enhance the quality of education are suggested. The tendency to advocate policies for single countries on the basis of conclusions drawn from cross-national comparison is questioned. (KM)

ED 350 177 SO 021 148

Towards Better Education about the Third World: Curriculum Ideas for the Social Subjects in Secondary Education.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Curriculum Design; *Curriculum Development; *Developed Nations; *Developing Nations; *Educational Objectives; Evaluation Methods; Foreign Countries; Instructional Materials; Secondary Education; Secondary School Curriculum; Social Studies; Student Educational Objectives; *World Affairs
IDENTIFIERS- *Europe

The lives of people in developing countries need to be compared

"A Film Guide to 'The Heart of the Dragon'"; "China's Gifts to the West"; and "Chinese Ideas in the West." (DB)

ED 350 199 SO 022 145

Wangen, Roger
Model Learner Outcomes for International Education.
PUB DATE- 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Educational Objectives; Elementary School Curriculum; Elementary Secondary Education; *International Studies; *Outcomes of Education; Secondary School Curriculum; *State Standards; *Student Educational Objectives
IDENTIFIERS- *Global Education; *Minnesota; Model Learner Outcomes

This document features the program level and model learner outcomes established by the state of Minnesota for international education. These outcomes are a series of statements that define the scope and breadth of study of international education, and it is intended that educators and curriculum specialists integrate these outcomes into all subject areas of the K-12 curriculum. In addition, the volume contains statements of the Minnesota State Board of Education on education values, learner values, philosophy, mission, and goals. The last portion of the guide lists examples of how global perspectives can be infused at every grade level and in every subject area. This section also includes a number of conceptual tools designed to help local educators with curriculum development and assessment. An appendix lists publications and organizations concerned with international/global education. (DB)

ED 350 200 SO 022 152

Bigelow, Bill, Ed.; And Others
Rethinking Columbus: Teaching about the 500th Anniversary of Columbus's Arrival in America.
PUB DATE- 91
NOTE- 101p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indians; American Indian Studies; *Controversial Issues (Course Content); *Educational Resources; Elementary Secondary Education; Higher Education; History Instruction; Social Studies; United States History; *World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentennary

This periodical critiques the traditional views of Christopher Columbus and his voyages to America and looks at current issues that affect Native Americans. More than 50 essays, poems, historical documents, and articles are featured, including: "Columbus and Native Issues in the Elementary Classroom" (Bob Peterson); "Bones of Contention" (Tony Hillerman); "The Sacred Circle" (Black Elk); "Native Americans, What Not to Teach" (June Sark Heinrich); and "Myths That Bind Us: Stereotypes in Children's Literature" (Linda Christensen). The volume also information, and analysis and adaptation to a changing world. The activities focus on four major areas: geography, government, culture, and education. The activities are designed for grade levels one through six; they may be adapted to meet other grade level requirements, however. Each activity includes a title, introduction, objectives, grade level, time, materials, procedure, follow-up, evaluation, and further suggestions. A 36-item list of references is included. (DB)

ED 350 223 SO 022 444

World Education Report 1991.
PUB DATE- 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Developed Nations; Developing Nations; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Global Approach; Illiteracy; *International Education; Teacher Education

This report presents a global analysis of the state of education. Comprised of four chapters, the first chapter is an introduction. Chapter 2 reviews the development of education at the global level between 1970 and 1990. The chapter focuses mainly on access to and participation in the formal education system, while drawing attention to regional variations and, in particular, the experience of the poorest countries. In chapter 3, some of the major continuing challenges for educational policy are considered, in particular: the persistence of illiteracy even in countries that have long provided for universal access to formal education, the limited educational opportunities available for certain population groups, the development of educational structures and curriculum relevance. In chapter 4 the prospects of continuing progress towards "education for all" are reviewed, with particular reference to teacher requirements; and the growing concern over the quality of education is considered, with reference to achievement and assessment. Numerous figures, tables, and boxes appear throughout the report. Tables of statistical data are organized into two appendices: (1) Regional tables, and (2) World Education Indicators. (DB)

ED 350 224 SO 022 449

Wangen, Roger
Model Learner Outcomes for Social Studies.
PUB DATE- 91
NOTE- 155p.; Cover title varies from title page.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Minimum Competencies; *Social Studies; *State Standards; *Student Educational Objectives
IDENTIFIERS- *Minnesota; *Model Learner Outcomes

Comprised of four chapters and nine appendices, this report concerns social studies instruction in Minnesota's public school. In chapter 1 the Minnesota State Board of Education lists education values, learner values, and its philosophy, Heritage: Cosmetics or Culture?" (F. Bryan). Two appendices that list the program and participants for the conference also are included. (DB)

ED 350 246 SO 022 638

Domer, Dennis, Ed.; Spreckelmeyer, Kent F., Ed.
The Liberal Education of Architects. A Symposium (Lawrence, Kansas, November 8-9, 1990).
SPONS. AGENCY- Graham Foundation for Advanced Study in the Arts, Chicago, Ill.
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Architects; *Architectural Education; *Architecture; *General Education; Higher Education; Humanistic Education; Liberal Arts; Professional Education

This publication contains the proceedings of a symposium concerning the liberal education of architects. The papers and addresses included are: "Prefatory Remarks to the Symposium" (S. Grabow); "Keynote Address" (W. McMinn); "Invited Position Papers" (D. Ghirardo; J. Hartray; R. Bliss); "A Liberal Education for Architects" (R. Allen); "On the Liberal Education of Architects" (N. Clouten; C. Jetter); "Architecture and the Liberal Arts: A Case Study in the Acquisition of an Education" (J. Coddington); "From a Historian's Point of View" (H. Cooledge, Jr.); "Who Should Shape Architectural Education? The Liberal Arts Graduate" (D. Domer); "A Definition of the Comprehensivist" (W. Drummond); "Learning From the Liberal Arts" (E. Dunham-Jones); "A Liberal Education for Architects" (P. Fast); "The Liberal Education of Architects: A Reflection" (H. Gottfried); "Defining Liberal Education in the Context of Architectural Education" (L. Groat); "Should an Architectural Education Require or Include a Prerequisite and Formal Liberal Education" (A. Johns, Jr.); "Clarity, Reflection, and Accountability: The Nature of Architectural Education" (M. Malecha); "Somewhere Over the Rainbow...A Liberal View of Architectural Education" (G. McSheffrey); "Communication Approach in Architectural Education" (A. Minai); "The Disciplined Imagination: A Case for the Emancipation of Architectural Education" (M. Quantrill); "Aspiring to Liberal Education" (G. Richardson); "On the Liberal Education of Architects" (C. Sanchez); "Thoughts on Architectural Education" (D. Sander); "The Practice of Placemaking and Placetaking as a Liberal Art" (R. Shibley); "Some Notes on the Liberal Education of Architects" (A. Stamps); "The Liberal Education of the Architect" (W. Steward); and "The Architectural Education of the Liberal Arts Student" (R. Vickery). A bibliography and list of symposium participants also are included. (DB)

ED 350 247 SO 022 642

Townsend, Catherine M., Ed.; McAbee, Patti, Ed.
Incorporating Local Culture into the Classroom: An In-Service for Teachers.
PUB DATE- 92
NOTE- 100p.; A product of the Cross-Curricular Resources for Humanities in the Classroom Project. Some photographs and photocopied documents will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Results based on 53 responses to the questionnaire indicated that: the districts appeared to be working primarily at the first level of the teacher assistance model; while induction is widely talked about at the district level, it has not yet become a serious and integral part of most school districts; and the assistance that beginning teachers received was more a function of the school atmosphere and help from significant colleagues than any planned district programs. (Contains 26 references.) (IAH)

ED 350 266 SP 034 027

Harrison, Antoinette Fuhr
An Assessment Tool for Teachers and Students: Harrison's Instructional Design. A System for Increasing Knowledge, Internalizing Concepts and Experiences and Creating a Climate for Learning.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accountability; Behavioral Objectives; *Competency Based Education; Educational Media; Elementary Secondary Education; Higher Education; *Instructional Design; *Student Evaluation; Student Participation; Teacher Made Tests; *Teaching Methods
IDENTIFIERS- Outcome Based Education

This manual outlines an instructional design technique, Harrison's Instructional Design (HID), which gives teachers of K-12 and postsecondary students a model for creating and stating the educational experiences they intend to provide for their students. Instructional design is a method of instructional planning that effectively reduces personal prejudices and biases in the learning environment. Students work toward present objectives matched to predetermined standards, with assessment geared to authentic learning tasks. HID can be used for a variety of subjects. The 14 elements or steps of HID are outlined, and a worksheet is included for use in applying HID principles. The sequence of 14 steps focuses on these topics: subject, grade, goal, purpose, topics (units), pre-test and key, topic (unit) content, objectives (for each topic), post-test and key, teaching and learning media resources, teacher/student participation, enrichment activities, evaluation (the cycle begins again), and bibliography. Examples are given which demonstrate how these steps are applied to specific subject areas and grades. Instructional design worksheets are appended. (IAH)

ED 350 267 SP 034 029

Reiff, Judith C.; Cannella, Gaile S.
Preparing Teachers for Cultural Diversity: Rhetoric or Reality.
PUB DATE- 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Educational Philosophy; Elementary Secondary Education; Higher Education; Intercultural

funded project which included development and use of interactive video on the topic of classroom management. Through use of this technology, students would be presented with simulations of classroom management problems and be given feedback on their responses to the situation. Consistent with reform efforts, Proposed future activities include faculty school-experience updating, course revision, and continued production of interactive video. (LL)

ED 350 285 SP 034 090

Foyle, Harvey; And Others
Homework and Cooperative Learning: A Classroom Field Experiment.
PUB DATE- May 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Cooperative Learning; *Experimental Teaching; Grade 5; *Homework; Intermediate Grades; Learning Activities; Learning Strategies; Reading Assignments; Small Group Instruction; Social Studies; Test Results; Writing Assignments
IDENTIFIERS- *Dual Mode Learning

A classroom field experiment was conducted on the effects of preparation homework and practice homework on student achievement in a fifth-grade social studies class, when used in conjunction with cooperative learning. The study investigated whether cooperative learning with or without preparation or practice homework produces greater student achievement, and whether student achievement levels were the same regardless of type of homework assigned. Subjects (N=64) were enrolled in four fifth-grade classes with teachers trained in cooperative learning. Two classes were assigned to a no-homework condition, one was placed in the practice homework condition, and the remaining class was in the preparation homework condition. A pretest/posttest was developed and administered to all students. Results suggest that the group of students doing cooperative learning, with the addition of homework, produced greater academic achievement than the group doing cooperative learning alone. No significant differences were found between the practice homework group and the preparation homework group. Appendices include reading assignments and cooperative learning activities, homework assignments, a copy of the test, and analysis of the raw data. (LL)

ED 350 286 SP 034 091

Gray, Loretta S.; Richards, Judith J.
In Front of and Behind the Camera: Two Perspectives on "Morning Meeting."
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Discourse Analysis; Discourse Modes; *Discussion (Teaching Technique); *Group Discussion; Intermediate Grades; Multicultural Education; Personal Narratives; Problem Solving; Sociolinguistics; Student Role; *Teacher Role

Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- *Action Research; *Case Studies; Classroom Environment; Curriculum Research; *Educational Change; Education Courses; Elementary School Mathematics; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Participant Observation; Preservice Teacher Education; *Teacher Educators; *Teaching (Occupation); Theory Practice Relationship; Writing Instruction

The focus of this monograph is on the distinctions between questions addressed in research on teaching and issues of concern in teacher education and on the interplay of curricular, contextual, and pedagogical issues in both public schools and university settings. The publication is organized into seven chapters: (1) "Action Research and the Work of Teachers" (Susan E. Noffke); (2) "Developing Reflective Practice in Initial Teacher Education Courses: The Place of Reading and Writing" (Peter Lucas and Jean Rudduck); (3) "Personal Perspectives and Learning To Teach Writing" (Mary Louise Gomez and Trish L. Stoddard); (4) "Mathematics in Elementary School Tasks" (Ralph T. Putnam); (5) "Learning in Classroom Settings: Making or Breaking a Culture" (Elaine C. Collins and Judith L. Green); (6) "Teacher Culture from the Inside: A Case Study of Change from the Perspective of Active Participant Observer" (Joyce Henstrand-May); and (7) "Moving Pictures, Multiple Frames" (Renee T. Clift and Carolyn M. Evertson). (References are appended to chapters.) (LL)

ED 350 305 TM 017 253

Baker, Eva; And Others
Report on a Validity Study of the Tennessee Career Ladder System.
PUB DATE- May 90
NOTE- 240p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Evaluators; Inferences; Measures (Individuals); Program Evaluation; Program Implementation; *Secondary School Teachers; State Programs; *Teacher Evaluation; *Validity
IDENTIFIERS- *Tennessee; *Tennessee Career Ladder Program; Validity Research

To fulfill a mandate of the Tennessee State Legislature, the extent to which the Tennessee Career Ladder System (CLS) is valid for making inferences about the professional competence of teachers was investigated. Evidence of the extent to which the content of the evaluation procedures reflects sound theory, empirical findings, and best practices, and statistical indicators of the extent to which procedures contribute to accurate scores and inferences were examined. Chapter 1 of this paper is an introduction. Chapters 2 through 5 provide support for content validity as it pertains to CLS instruments and procedures. Chapter 6 describes statistical indicators supporting the validity of inferences drawn from the CLS. Conclusions are presented in Chapter 7. Responses from 1,990 teachers in the CLS were used to obtain teacher feedback about the CLS observation instrument and procedures. Results suggest that technically sound and professionally recognized procedures were used to identify domains and competencies assessed by the CLS instruments. Instrument content and evaluator selection processes were judged appropriate, as were evaluator training, Intelligence was a strong predictor of ACT Assessment scores, and achievement, while significant, did not explain much of the variance in scores. Overall it appeared that both the ACT Assessment and the ACT/COMP are primarily measures of general intellectual ability rather than achievement. Included are 13 references. (JB)

ED 349 862 HE 025 779

Phillippi, Raymond H.; Banta, Trudy W.
Critique of a Method for Surveying Employers: A Look at the Tennessee Experience. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992). For a related report, see ED 336 031.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; College Graduates; *Employer Attitudes; Employers; *Graduate Surveys; Higher Education; Institutional Research; Mail Surveys; Occupational Surveys; *Program Evaluation; Questionnaires; *Research Methodology; *Response Rates (Questionnaires); Telephone Surveys
IDENTIFIERS- *AIR Forum; University of Tennessee Knoxville

Three techniques for surveying alumni and alumni's employers were utilized over the space of 3 academic years, for the purpose of comparing these methodologies. In the first study, alumni of the University of Tennessee, Knoxville were asked to complete a mailed questionnaire, then were encouraged through a follow-up mailing to grant permission for their employers to be contacted. In the second year, the alumni were asked for their permission for employer contact on the initial survey instrument, and in the third year, alumni were contacted by phone for this permission after they had returned their own questionnaires. Employers were surveyed through the mails in every case, but their instrument was revised in the third year to replace a Likert scale for item responses with a forced-choice format. Comparison of response rates indicates that gaining permission for employer contact directly on a questionnaire mailed to alumni is just as effective as phone contacts. The results also suggest that employers answer Likert items with a response set unless forced to do otherwise. The study concludes that a mailed survey methodology for alumni and their employers can be effective if the graduates's permission is obtained on the initial questionnaire and if employers are forced by the survey instrument's format to differentiate among listed job characteristics and performance ratings. Included are 14 references. (Author/JB)

ED 349 863 HE 025 780

Smith, Theresa Y.
The Big Eight/Big Ten/SUG Longitudinal Retention Survey: A Report on Findings and Implications. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Murray, Judith A.
Ideals or Reality: The Politics of University Governance. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 41p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Case Studies; *College Governing Councils; Educational Quality; Financial Support; Foreign Countries; *Governance; Government Role; Government School Relationship; Higher Education; *Institutional Autonomy; *Policy Formation; Political Influences; *Politics of Education
IDENTIFIERS- *AIR Forum; *Nova Scotia

This paper presents a literature review on governance and structure of higher education and a case study of a governance review in Nova Scotia (Canada), paying particular attention to the role of intermediary bodies between universities and governments. Types of governing structures are described. Issues in determining the ideal structure are then discussed, focusing on the principles of quality, accessibility, diversity, autonomy and accountability, incentives, and freedom. The paper then presents a counterbalance of these ideals with the reality of a recent case study where politics, both governmental and institutional, appeared more important than ideals. Four governance options developed by consultants to the Council of Nova Scotia University Presidents (CONSUP) are described, followed by the CONSUP modified version, and the response of Nova Scotia's government in granting executive authority to the Nova Scotia Council on Higher Education on the matter of funding allocations. The paper concludes that many governance problems stem from scarcity of resources, that institutions need to work closely with one another to ensure the best use of the available resources, and that an independent and effective coordinating body would be an invaluable aid to ensuring that Nova Scotians have access to postsecondary education of the highest quality. (Contains 19 references.) (GLR)

ED 349 881   HE 025 798

Moore, Nelle
Faculty Salary Equity: Issues in Regression Model Selection. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Comparable Worth; Comparative Analysis; *Evaluation Methods; Evaluative Thinking; Higher Education; Institutional Research; *Mathematical Models; *Regression (Statistics); *Salary Wage Differentials; Statistical Analysis; Statistical Significance; *Teacher Salaries
IDENTIFIERS- *AIR Forum

exploration of the Asian philosophy of education shed light on cultural differences with Americans. Practical exercises for ITAs called "Thinking on Your Feet" were offered and assisted participants in improving their communication skills and strengthening their confidence. Extensive appendixes contain materials from the ITA development course. (JB)

ED 349 899 HE 025 820

Miller, Michael T.; Seagren Alan T.
Personal Incentives as Motivational Sources for Chief Academic Development Officers.
SPONS. AGENCY- Council for the Advancement and Support of Education, Washington, D.C.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Need; *Administrator Effectiveness; Administrators; College Administration; *Fund Raising; Higher Education; Incentives; Institutional Advancement; *Motivation
IDENTIFIERS- Chief Executive Officers; *Development Officers (College)

A study was done to investigate the role of chief academic development officers (CADOs) as fund raisers for institutions of higher education in relation to program success and work motivation. The study was designed to: (1) profile the personal motivation of CADOs in higher education; (2) see if significant differences existed in what motivates successful and less successful CADOs; and (3) see if significant differences in personal motivation existed between CADOs and other professionals. A concept of work motivation based on notions of personal investment and personal commitment was used. The selected sample consisted of 30 chief academic development officers in higher education, 15 of whom represented higher education institutions whose endowment sizes increased at least 27 percent during 1988 and 1989 fiscal years, and 15 of whom were from institutions whose endowment increased 1 percent or decreased during the same time period. The participants completed a questionnaire that included four subscales designed to measure accomplishment, affiliation, recognition and power. Analysis of the 22 usable questionnaires indicated significant differences among the personal incentives, particularly between accomplishment and all other values and between the mean scores of recognition and power. Results also indicated that CADOs may be more similar to other professionals than previously believed. (Contains 4 tables and 26 references.) (JB)

ED 349 900 HE 025 822

Bellack, Daniel R.; And Others
A Cross-Cultural Comparison of Analogical Reasoning between Chinese Graduate Students Studying in Either the People's Republic of China (PRC) or the United States (USA).
PUB DATE- Mar 92
NOTE- 13p.; Paper given at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Cross Cultural Studies; Cultural Differences; Culture Fair Tests; Foreign Students;

enrolled in private colleges increased modestly but steadily from the early 1970s through the late 1980s. The fraction of youth in public colleges showed little change during the 1970s, but during the early 1980s the poor lost ground while the rich gained ground. In the late 1980s, public college enrollments strongly increased for all income groups. The distribution of enrollments in 2-year institutions is close to equal across income groups; the inequality is concentrated in four-year institutions. Although enrollments are stratified by income in both public and private four-year colleges, more stratification occurs in the private four-year colleges. Roughly half of all youth who enroll in college do not obtain a bachelor's degree. The recipiency of a degree is more stratified by income than is college enrollment. Contains five references and an appendix that provides data from the annual October Current Population Survey of the U.S. Census Bureau. (Author/GLR)

ED 349 920 HE 025 845

Non-Credit Instructional Activities July 1, 1991, through December 31, 1991, with Trend Information from 1983.
PUB DATE- Jul 92
NOTE- 522p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Community Colleges; *Continuing Education; Declining Enrollment; *Educational Demand; *Enrollment Trends; Higher Education; *Noncredit Courses; Nontraditional Students; Postsecondary Education; School Registration; School Statistics; School Surveys; Statistical Analysis; Tables (Data); Universities
IDENTIFIERS- *State University of New York

This report provides a statistical summary (most of the volume) of the responses of the State University of New York (SUNY) constituent institutions to the biannual survey of non-credit instructional activities. The report is composed of three parts. Part I includes information on non-credit activities and registrations from a SUNY-wide perspective, from July 1, 1991 through December 31, 1991. Part II provides non-credit trend data from 1983 through 1991; and Part III includes a listing of all non-credit activities reported by SUNY colleges and universities from July 1, 1991, through December 31, 1991, by subject areas. Results show a substantial decline in the number of non-credit instructional activities and registrations at SUNY institutions in the fall 1991 time period, particularly at the community college level. In general, the reports show a 15 percent decline in the number of non-credit activities and a 17.5 percent drop in the number of registrations across the SUNY system, compared to those reported in the preceding 6-month period. The appendix includes a map of the locations of SUNY institutions and a chronological listing of when the institutions were established. Also provided is a publications list. (GLR)

ED 349 921 HE 025 851

Cochran Leslie H.
Publish or Perish: The Wrong Issue. Agendas, Alternatives, Applications, Actions.
PUB DATE- 92
NOTE- 176p.
LANGUAGE- English

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Computer Software; High Schools; *Hypermedia; Likert Scales; Microcomputers; Questionnaires; Rating Scales; *Research Needs; *Sex Bias; Sex Differences; Sexism in Language; Sex Stereotypes; Surveys; Word Processing
IDENTIFIERS- Apple Macintosh; *HyperCard; Personal Media Studio; Student Surveys

There is a burgeoning body of research on gender differences in computing attitudes and behaviors. After a decade of experience, researchers from both inside and outside the field of educational computing research are raising methodological and conceptual issues which suggest that perhaps researchers have shortchanged girls and women in documenting the computer gender gap. A need is identified for more research on computing activities which are not related to mathematics or programming and which look at what women and girls do like about computers. A multi-week observational study of gender-sensitive computer attitudes in a gender-sensitive context was conducted in a suburban high school in Massachusetts during the spring of 1990, using the Personal Media Studio, Macintosh HyperCard-based multimedia writing software. This study involved 42 adolescents (25 females, 17 males), in two low-middle ability sophomore English classes. Ranging in age from 14-17, the students were racially and ethnically diverse. The results showed that females expressed positive, enthusiastic, and confident feelings about computers, and it was concluded that Likert scale computer attitude surveys are an example of the mismeasure of women. This report reviews the literature on gender differences in computing attitudes and behaviors and examines the research results in terms of: (1) methodological issues; (2) measurement instrument formats; (3) controversies regarding attitude research; (4) feminist challenges; (5) underlying assumptions about the computer; and (6) insufficient contextual details. Seven tables display the data and an extensive bibliography is provided. (ALF)

ED 349 940 IR 015 671

Mangan, J. Marshall
The Ideology of Computer Literacy in Schools.
PUB DATE- 23 Apr 92
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Automation; *Computer Literacy; Computer Science Education; Educational Innovation; Educational Policy; *Educational Trends; Foreign Countries; High Schools; Information Technology; Interviews; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Canada; *Computer Attitudes

This research project brings a critical perspective to the examination of computer literacy as an ideological form through a study of the reactions of high school teachers and students. On-site interviews with teachers and students found both acceptance of and resistance to the message of adjustment to an inevitable future of vocational and marketplace automation. It is concluded that, while the trend toward technologizing the schools cannot and should not be halted, teachers themselves should become more critical of the purposes of computerized

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Attitude Change; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Faculty Development; *Longitudinal Studies; Microcomputers; *Qualitative Research; School Restructuring; Teacher Improvement; Video Equipment
IDENTIFIERS- Constructivism; Model Technology Schools

The longitudinal research reported in this paper took place in a K-8 school setting located in a suburb east of Los Angeles (California). Over a period of five years the school experienced saturation of computer and video technology; state-funded support for change; and (eventually) a restructured organization of the school in support of change. Teachers in this setting were found to vary considerably in their reactions to the environment. This research project relied heavily upon ethnographic fieldwork methodology and to a lesser extent upon more traditional quantitative strategies. The research story unfolds in two parts that are distinguished by differences in control and structure of the Model Technology Schools (MTS) project management. Part I describes a taxonomy of teacher change in the use of technology and categories of support for change as provided by special project staff. Part II describes the last three years of increasing staff ownership and its impact on teacher development. The description of the research study is introduced by discussions of restructuring and technology, changes in change theory, and constructivism and other instructional challenges. Appended materials include a model for a system of teacher development; a report on a conversation with a second year teacher; and notes on unstructured observations and interviews, participant observations, and document content analysis. (Contains 30 references.) (ALF)

ED 349 959 IR 015 695

Wilson, Kathleen S.
Multimedia Design Research for the Museum Education Consortium's Museum Visitor's Prototype. Technical Report No. 24.
PUB DATE- Jul 92
NOTE- 8p.; Paper presented at the International Conference on Hypermedia and Interactivity in Museums (1991). For a related report, see IR 015 702.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adult Learning; *Art Appreciation; Discovery Learning; Educational Innovation; *Educational Technology; *Formative Evaluation; Instructional Design; *Interactive Video; *Material Development; Microcomputers; *Multimedia Instruction; Museums; Painting (Visual Arts); Production Techniques
IDENTIFIERS- Interactive Videodisk; Prototype Testing

This paper briefly describes the design and development of The Museum Visitor's Prototype, an interactive multimedia videodisk that was developed for the Museum Education Consortium. The consortium, which consists of the education departments of seven art museums, investigates the roles that technology might play in museum and art education, and seeks to provide more effective access to the arts. The prototype was created as part of a larger research effort to explore new discovery-based methods for introducing adult visitors with little or no from 155 countries and more than 150 non-governmental organizations produced a plan to solve education problems by the year 2000; and (5) a project that made bibliographic records produced by the All-Union Book Chamber of the Russian Federation available worldwide in the UNIMARC international standard communication format. ALA 1991 awards and new publications related to international librarianship, as well as ALA participation at international meetings, are also briefly described. (MES)

ED 349 979 IR 054 140

The Information Ambassadors: The 1989-90 Library/Book Fellows.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- Mar 91
NOTE- 25p.; For a report on the 1988-89 program, see ED 322 927; for the 1990-91 report, see IR 054 141.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Archives; Cataloging; Classification; *Cultural Exchange; Developed Nations; Developing Nations; Foreign Countries; Higher Education; *International Programs; *Librarians; *Library Associations; Library Automation; Library Services; National Libraries; Overseas Employment; Shared Library Resources
IDENTIFIERS- *American Library Association

This report begins by describing the American Library Association (ALA) Library/Book Fellows program, which began with a grant from the U.S. Information Agency in 1986. The program has a threefold purpose: (1) to increase international understanding through the establishment of professional and personal relationships and the accomplishment of mutual goals; (2) to promote international sharing of resources and increase access to U.S. materials in the host country; and (3) to enable U.S. librarians and publishers to enrich and broaden their career experience through a short period of overseas service. The bulk of the report consists of profiles of the 1989-90 fellows highlighting their overseas experiences. The fellows are: (1) Dorothy C. Woodson from the State University of New York at Buffalo, who went to the University of Swaziland; (2) Katherine Van de Vate from Princeton University (New Jersey), who went to the Asad National Library in Damascus, Syria; (3) Alicia Sabatine from Jefferson County Public School (Colorado), who went to the University of the West Indies in Kingston, Jamaica; (4) Henry F. Raine from the Folger Shakespeare Library (District of Columbia), who went to the National Library of New Zealand in Wellington; (5) Linda E. Williamson from the University of Illinois, who went to University College Dublin Library (Ireland); (6) Faye Powell from Portland State University (Oregon), who went to the American Studies Research Centre in Hyderabad, India; (7) Karen J. Starr from Oregon State University, who went to the Norwegian School of Library and Information Science in Oslo; and (8) Barbara Kile from Rice University (Texas), who went to the National Central Library in Taipei, Taiwan. Individual projects focused on archival materials, library automation, and cataloging and classification. (MES)

ED 349 980 IR 054 141

The Information Ambassadors: The 1990-91 Library/Book Fellows.
SPONS. AGENCY- United States Information Agency, Washington, D. C.

Myers, Marcia J., Comp.
Insuring Library Collections and Buildings. SPEC Kit #178.
PUB DATE- Oct 91
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Insurance; *Library Administration; *Library Collections; *Library Facilities; Library Planning; Library Surveys; *Property Appraisal; Questionnaires
IDENTIFIERS- *Association of Research Libraries

This report presents the results of a survey that gathered information from Association of Research Libraries (ARL) members on insuring library collections and buildings. Data are presented on kinds of insurance and coverage, valuation, special insurance on electronic data, sprinkler systems, losses, and insurance problems. A copy of the survey questionnaire with a tally of the responses to individual questions is included. The remainder of the kit consists of copies of planning documents, insurance policies, memos, and reports from seven ARL libraries: those of the University of California System, University of California (Riverside), University of Cincinnati, Indiana University, Ohio State University, University of Southern California, and the University of Tennessee-Knoxville. Materials from these institutions address insurance coverage, collection valuation, and losses and claims. Four selected readings are listed. (MES)

ED 349 999 IR 054 181

Schuck, Brian R.
Library Skills Assessment Project: Final Report.
SPONS. AGENCY- Indiana Univ., South Bend.
PUB DATE- Jul 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Futures (of Society); Higher Education; *Library Catalogs; *Library Instruction; Library Services; *Library Skills; *Online Catalogs; Online Searching; Predictor Variables; Questionnaires; Reference Services; *Student Attitudes; Users (Information); *Use Studies
IDENTIFIERS- *Indiana University South Bend

This document is a final report of a study that assessed students' use of the Information Online (IO) computer catalog at the Indiana University at South Bend (IUSB) library, as well as their skills and attitudes related to library use. The 38 participants completed multiple choice and true/false exercises testing their understanding of the IO catalog and their familiarity with general library terminology, concepts, and specific printed reference tools. The IO portion of the exercise required students to perform searches; transaction logs of the sessions were maintained. Performance on general library skills and IO library catalog skills items are discussed and analyzed to determine the significance of participation in library instruction, frequency of library use, and grade point average. Implications for IUSB library programs arrangements. In "Case Studies," profiles and contact information are presented for the following: (1) the Auburn Main Street-Sierra College partnership, through which Sierra College provided a student intern to Main Street, and Main Street supported Sierra College's Small Business Development Center; (2) the Quincy Main Street-Feather River College partnership, which has involved Main Street providing advice to Feather River College concerning curriculum development, and the two entities working together to develop a summer arts and entertainment series, and a student community service program; and (3) the Fort Bragg Main Street-College of the Redwoods partnership, which has involved college students in the design and analysis of a Main Street consumer survey, and joint fund raising. The handbook concludes with a chapter that provides advice on how to initiate contract and develop the relationship. The chapter focuses on fostering communication and trust. Appendixes provide directories of Main Street Communities, the CCCs, and Small Business Development Centers in the state. (MAB)

ED 350 017   JC 920 288

Lanni, Joseph C.
The Longitudinal Student Success Study: The Entering Student Survey.
PUB DATE- 20 Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Equal Opportunity in Higher Education (17th, Washington, DC, March 18-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Black Students; College Freshmen; Community Colleges; Comparative Analysis; Longitudinal Studies; Minority Groups; *School Holding Power; School Surveys; Student Attitudes; Student Behavior; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- *Montgomery College MD

At Montgomery College (MC), in Maryland, a survey of first-time students entering the college in fall 1990 was conducted to collect data on student attitudes, enrollment behavior, and educational goals. The survey was part of a 6-year longitudinal study seeking to identify factors related to student success and non-success, particularly among American Black students. Previous studies at MC have revealed that Black students enrolled part-time have the lowest semester-to-semester retention rates (less than 50%), while full-time Black students have a retention rate of more than 75%. Compared to other students, a higher percentage of Black students are employed and more frequently report having dependents. The fall 1990 entering student survey was sent to all 2,731 first-time students, including 893 White students, 522 Black students, 187 Asian students, and 174 Hispanic students. Usable surveys were returned by 1,261 students for a 46% response rate. Study findings included the following: (1) while Black students more frequently intended to earn a degree at MC as compared to other American students, they more often attended on a part-time basis (77%); (2) Black students more frequently reported having concerns about financing their education than other groups; and (3) Black students were more likely than other groups to report remedial programs, clearly stated learning objectives, an emphasis on communication and decision making skills, and a strong multicultural component. Finally, the success of two-year college students depends on faculty who represent the diversity of the student body, and who are committed to student success and to their own self-improvement in the classroom. (PAA)

ED 350 033 JC 920 484

Walter, Diana M.
Tech Prep: Challenges and Opportunities for Community Colleges.
PUB DATE- Mar 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Articulation (Education); *College Preparation; *College School Cooperation; Community Colleges; Consortia; High Schools; School Business Relationship; *Secondary School Curriculum; Technical Education; *Transfer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- Partnership for Academic and Career Education SC; Partnerships in Education; *Tech Prep

The Partnership for Academic and Career Education (PACE), established in 1987, is a consortium bringing together the seven school districts of Anderson, Oconee, and Pickins counties in South Carolina (representing 16 high schools and 4 secondary vocational/career centers); local businesses; and Tri-County Technical College (TCTC). Seeking to eliminate gaps and overlaps between secondary and postsecondary programs while providing incentives for students to stay in school and graduate into meaningful employment, the current program design begins in grade 9, emphasizing a strong academic foundation, complemented by occupational coursework. The program emphasizes employment opportunities in the mid-level technologies, requiring vocational training up to and including an associate degree. For students in grades 9-12, specific academic and occupational courses are developed around four cluster areas: industrial/engineering technologies; business technologies; health technologies; and public service technologies. Five of the seven districts have replaced General Education with an enrollment in either Tech Prep or College Prep course sequences. A study conducted by TCTC in 1991 has shown increased enrollments and applications for admission as a result of the program. In addition, there has been a growing interest in plant tours of local business, as well as campus tours. Additional funding for PACE has made it possible to hire a full-time coordinator, and newly planned activities include development of advanced technologies certificates; expanding articulation between high schools, TCTC, and four-year institutions; and developing improved advising manuals for students. (PAA)

ED 350 034 JC 920 485

Pima Community College 1992 Board of Governors Evaluation.
PUB DATE- Apr 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

"Cultural Leadership: The Founder," by Phyllis Barber; (9) "Cultural Leadership: The Successor," by Barber; (10) "Culture, Leadership, and Organizational Systems," by G. Allan Clark; and (11) "The Future of the Community College in Evolution: Approaches to Analysis of Organizational Culture and Functioning," by Baker. A 286-item bibliography is included. (MPH)

ED 350 050 JC 920 504

Eisenberg, Diane U., Ed.
The Future of Foreign Language Education at Community Colleges. AACC Special Reports, No. 1.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 100p.; Cover title: The Future of Foreign Language Education at Community, Technical, and Junior Colleges.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Articulation (Education); College Administration; *College Second Language Programs; Community Colleges; Educational Technology; *Faculty Development; Institutional Mission; Meetings; Position Papers; Professional Associations; *Program Development; Program Improvement; *Second Language Instruction; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

In February 1992, the American Association of Community Colleges (AACC), in Washington, D.C., convened a 2-day roundtable meeting of education leaders with expertise in foreign language education and community college teaching and administration in order to formulate a foreign language education policy statement for AACC. This report presents the results of the roundtable. Following a preface by David R. Pierce, and a foreword by James Herbert, the "AACC Foreign Language Education Policy Statement" is offered, underscoring the critical responsibility that community colleges have in meeting the nation's new need for citizens who can function in a multilinguistic world. The statement also details recommendations to community college leaders related to making foreign language education a priority; and strengthening related programs, faculty development efforts, and articulation agreements. Next, the following roundtable background papers are presented: (1) "Foreign Language Education at Community Colleges" by David A. Berry; (2) "Making the Most of the Articulation Process," by Fe Pittman Brittain; (3) "Uses of Technology To Teach Foreign Languages at Community Colleges," by John Underwood; (4) "Foreign Language Instruction Across the Curriculum: A Strategy and Model," by Joyce S. Tsunoda; and (5) "Proficiency Goals and Teaching of Literature in the Foreign Language Classroom," by Bette G. Hirsch and Chantal P. Thompson. Finally, a directory of participants, along with selected quotes from several participants is provided. (MAB)

ED 350 051 JC 920 505

Bahruth, Robert E., Ed.; Venditti, Phillip N., Ed.
Profiles in Success: Reflections on the Community College Experience.
PUB DATE- 90
NOTE- 304p.
LANGUAGE- English

Germany, provides associate degrees for American Armed Services personnel stationed in Europe. Between 1980 and 1990, part-time faculty at CTCEC increased from 60% to 80%. In order to meet the training needs of this growing number of adjunct faculty, a Committee for Professional Development was established, comprised of two full-time faculty, four part-time faculty, two students, and one administrator. To assist in developing a professional development plan, the committee contacted other institutions, conducted a literature review, and examined student course evaluations. In addition, a survey was sent to 45 full-time faculty, 171 part-time faculty, and 12 administrators, of whom 163 responded for a 71% response rate. The survey showed that the professional development program should emphasize student assessment, teaching methodology, and curriculum up-dating. The student course evaluations indicated discrepancies in evaluation procedures, lack of creativity in presenting instructional materials, and concerns about the currency of the curriculum. The first three development workshops, presented by CTCEC in March 1989, addressed test construction techniques, time management, and lesson planning. The next series of workshops examined syllabi and textbook reviews, computer literacy, and classroom discussion techniques. While major equipment acquisitions are still not possible, limited funds for faculty to take courses at other institutions are now available. Faculty feedback and student evaluations indicate that the program is achieving its goals. The survey instrument is included. (PAA)

ED 350 067 PS 020 455

Nink, James
National Compensation & Benefits Survey.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; Hospitals; National Surveys; Occupational Surveys; *Preschool Teachers; Regional Characteristics; Salary Wage Differentials; Statistical Surveys; *Teacher Employment Benefits; *Teacher Salaries

This national survey of 137 child care institutions, the majority of which are members of the National Association of Hospital Affiliated Child Care Programs, provides 39 tables, some of which are accompanied by brief descriptions, explanations, or analyses. The tables supply information on: (1) organization and accreditation; (2) the size of child care centers; (3) adjustments in labor budgets and market increase adjustments; (4) merit and incentive adjustments and bonus programs; (5) employee medical benefits, vacation, insurance, and pensions; (6) employee child care tuition discounts; and (7) salary analysis by position. The last category includes detailed information, by geographic region, on five common child care positions: assistant teacher, teacher, supervising teacher, business manager, and site director. It was found that, contrary to expectations, there was little relation between the size of child care centers and the salaries of their employees. Wages tended to be higher in the Northeast, Northwest, and Southwest coast than in the rest of the United States. (MDM)

ED 350 068 PS 020 465

Highlights of the NCJW National Family Day Care Project (1988-

PUB DATE- 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; Developed Nations; Developing Nations; Donors; Foreign Countries; *Grants; *International Cooperation; *Philanthropic Foundations; Private Financial Support
IDENTIFIERS- *Carnegie Corporation of New York; South Africa; United States; USSR

This report lists and briefly describes 286 grants and appropriations, totaling $45 million, made by the Carnegie Corporation during the 1990-91 year for purposes that were broadly educational in nature. Financial support was concentrated in three areas. The first, the education and healthy development of children and youth, included grants designed to enhance children's potential in early childhood; increase educational achievement and reduce health problems among young adolescents; reform educational systems; and improve science education. The second area, the strengthening of human resources in developing countries, included grants for scientific and technological development; maternal and child health; health and human behavior; South African development; and public understanding of development. The third category, cooperative security, included financial support for projects related to: (1) the Soviet Union and United States-Soviet relations and cooperation; (2) arms control, disarmament, and prevention of proliferation; (3) political and economic transition in Eastern Europe and the Soviet Union; and (4) improved communication between scholars and policymakers. A small number of grants outside of these categories are listed. The report also lists publications and nonprint materials resulting from the projects funded and the addresses of grant recipients. (MDM)

ED 350 086 PS 020 676

Marzano, Robert J.
A Different Kind of Classroom: Teaching with Dimensions of Learning.
PUB DATE- 92
NOTE- 213p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Habit Formation; *Instructional Design; Instructional Effectiveness; *Instructional Innovation; Learning Theories; *Student Attitudes; *Teaching Methods
IDENTIFIERS- *Knowledge Acquisition; Knowledge Utilization

This book articulates a theory of learning based on learning research and translates that theory into a model of classroom instruction. This model is based on the assumption that the process of learning involves the interaction of five types, or dimensions of thinking, which are loose metaphors for the way the mind works during learning. These dimensions are: (1) developing positive attitudes and perceptions about learning; (2) acquiring and integrating knowledge; (3) extending and refining knowledge; (4) using knowledge meaningfully; and (5) education classes; (7) equipment used by and facilities housing ECCE programs; (8) funding of ECCE programs; (9) methods of ensuring children's smooth transitions from early childhood to primary education; (10) publicity for ECCE programs; (11) national policy and legislation concerning early childhood care and education; (12) the use of radio and television to support ECEE programs; (13) parent and community participation in early childhood care and education; and (14) miscellaneous factors impacting ECCE programs. Appended materials include an executive summary of the report, a copy of the survey questionnaire, and a list of survey respondents. (BC)

ED 350 105 PS 020 864

National Assessment of the Chapter 1 Program: The Interim Report.
PUB DATE- Jun 92
NOTE- 227p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; Educational Change; Educational Facilities Improvement; *Elementary Secondary Education; Federal Aid; Federal Legislation; Federal Programs; High Risk Students; Poverty; *Program Effectiveness; Program Evaluation; *Program Improvement; *School Activities; Standardized Tests; *Student Evaluation; *Thinking Skills
IDENTIFIERS- *Elementary Secondary Education Act Title I; Hawkins Stafford Act 1988

This interim report of the "National Assessment of Chapter 1 Independent Review Panel" presents preliminary findings from studies completed as part of a national assessment of the Chapter 1 program. The first of the report's seven sections discusses the intent of the program, while the second examines its educational and economic contexts. The remaining sections report study findings. Section 3 considers standards for identifying schools that need improvement. The uses and limitations of current practices of student assessment and alternative views on student assessment are examined in section 4. Section 5 presents data relating to schools' use of schoolwide projects, and the scope, effectiveness, and funding of such projects. Conventional and alternative practices that impact students' development of higher order thinking skills are examined in section 6. The final section discusses child poverty and methods of targeting the neediest students and schools. This section also presents data on Chapter 1 funding levels and participation rates, the racial and ethnic composition of the student population served by Chapter 1 programs, and the geographic distribution of children in poverty. A reference list of more than 90 items is provided. Appendixes include a list of studies that are part of the national assessment, a copy of the federal statute requiring a national assessment of Chapter 1, and a national assessment study plan. (BC)

ED 350 106 PS 020 865

Levy, Gary D.; And Others
Infants' Detection of Correlated Features among Social Stimuli: A Precursor to Stereotyping?
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English

NOTE- 31p.; For related documents, see RC 018 732-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; *Migrant Education; *Migrant Programs; Preschool Education; *Program Descriptions; *Summer Programs; Summer Schools; *Supplementary Education; Whole Language Approach

This directory, compiled by the Summer Program Academic Resources Coordination Center (SPARCC) in Loudonville, New York, describes 19 summer programs that demonstrate a variety of delivery systems used to meet the educational and social needs of migrant students. SPARCC was a migrant education grant that developed and helped implement model summer migrant education programs in New York, Florida, and Virginia. Program profiles contain the following information: (1) the delivery models used in the program such as all-day summer school, Saturday or weekend programs, camping trips, and correspondence courses; (2) the state in which the program is located; (3) project description, including specific objectives and activities; (4) date and time schedule of project; (5) number of students participating; (6) student qualifications for program participation; (7) staffing requirements; and (8) contact person and telephone number. This directory includes information on using the whole language approach and other curricula in a summer program format. (LP)

ED 350 124 RC 018 732

Packet Preparation. Summer Program Academic Resources Coordination Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- 92
NOTE- 22p.; For related documents, see RC 018 731-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Books; *Childrens Literature; *Curriculum Enrichment; Elementary Secondary Education; *Instructional Materials; Language Arts; *Learning Activities; Migrant Education; *Parent Materials; Preschool Education; Reading Comprehension; Whole Language Approach

This teaching guide was developed by the Summer Program Academic Resources Coordination Center (SPARCC) in Loudonville, New York. SPARCC was a migrant education grant that developed and helped implement model summer migrant education programs in New York, Virginia, and Florida. This guide provides directions for preparing learning packets to accompany children's books. The packets provide educators and parents with ideas and materials to extend student learning. Steps for preparing packets include the following: (1) choose appropriate children's literature, i.e., books that are multicultural, multi-racial, or unbiased; (2) read the child's book and find a basic theme such as careers, death, and being a friend; (3) write two or three objectives related to the theme of the book; (4) implement applied learning activities to fully involve students in literature, including 15 suggested activities, such as question-guided discussion, journal writing, story frame, plot charts, and story map; and (5) choose at least two articles from

This document consists of two brochures that provide land ethics guidelines for outdoor recreationists. The brochures provide techniques that visitors can use to help reduce evidence of their presence in the back country, designated "Wilderness" areas. The first brochure, titled "Leave no Trace! Land Ethics," provides guidelines for planning back country trips, traveling in back country, camping, use of fires, sanitation, use of pack animals, historical and archeological sites, and back country courtesy. The second brochure, titled "Tread Lightly! on Public and Private Land," provides guidelines for the use of dirt bikes, all terrain vehicles, horses and other means of traveling through back country. This brochure also includes a guide to national forests and public lands administered by the Bureau of Land Management. (LP)

ED 350 142 SE 052 312

Garner, Brad
Improving Student Grades in Middle School Mathematics through a Homework Policy Involving Automated Daily Parent Contact.
PUB DATE- May 91
NOTE- 40p.; M.S. Practicum Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Grade 6; *Homework; Instructional Innovation; Intermediate Grades; *Low Achievement; *Mathematics Achievement; Mathematics Education; Middle Schools; Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Student Improvement; *Teaching Methods; *Telephone Communications Systems; Underachievement
IDENTIFIERS- *Automated Instructional Management Systems

A survey of the parents at a middle school in central Florida indicated that parents believed homework should contribute to the student's grade and that 47% of the respondents felt that mathematics should have daily homework. Based on these results, a study was conducted to determine the effects of implementing an innovative automated communication program that contacted parents every day by telephone to communicate homework results for their children. Twenty-one sixth-grade students failing mathematics and their parents from one team within the middle school were selected to participate in the study. The original 21 students selected were reduced by three students through attrition. Two students moved and one was placed on a different academic team. The progress of the remaining 18 students was monitored through meetings with the mathematics teacher. The program was based on a daily routine that had students record their assignment on a Parent Homework Record, required parents to initial the form upon completion of the assignment, initiated daily contact with the parents via an automated telephone system to inform parents of assignment completion and new assignments, required parents to initial the form to verify receiving the recorded phone message, and had the teachers initial the form of credit for the completed homework. The program was implemented for 10 weeks. Results indicated that the group mean for homework completion improved from 24% to 80%, that student achievement improved on teacher-made tests. As a result of the study, the program will be implemented in the other two sixth-grade teams at the middle school and presented to the school board for possible utilization school-wide. (Contains 17 references.) (MDH)

ED 350 143 SE 052 380

NOTE- 35p.; For related documents, see SE 053 010, SE 053 012, and SE 053 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement; Achievement Rating; Administrator Effectiveness; *Educational Assessment; Educational Quality; Elementary Education; Environmental Education; Evaluation Methods; Formative Evaluation; Institutional Characteristics; Instructional Effectiveness; Integrated Curriculum; *Magnet Schools; *Program Evaluation; Questionnaires; School Demography; *School Effectiveness; School Statistics; School Surveys; Tables (Data)
IDENTIFIERS- Environmental Science; Iowa Tests of Basic Skills; Kansas City Public Schools MO; *Missouri Mastery and Achievement Tests

This report presents a formative evaluation of the first year's program of Trailwoods Environmental Science School, a magnet elementary school in the Kansas City School District in Missouri. The school serves students in grades kindergarten through grade 5 and began operation in the fall of 1990. The report focuses on the implementation of the program; achievement scores; and the perceptions of students, parents, and school staff toward the program. Site and classroom visits together with documentation of student participation in theme related field trips provided evidence of the implementation of the magnet theme (environmental science) as well as infusion of the theme across the curriculum. A summary of test scores appears in table form along with clarifying information. Parent and student perceptions of the program were positive while the teacher's response to questionnaires was mixed. Parent, student, and teacher responses are portrayed in tables 10-12. Conclusions and specific recommendations based on the data gathered are contained at the end of this report. Recommendations include a continuation of staff training opportunities; improvement with communication and team building between administration, support staff, and faculty; formulation of a discipline plan; establishment of a cohesive planning team with the principal and extended day program staff; and additional opportunities for computer inservice. (MCO)

ED 350 160   SE 053 086

Mystery of the Cast Off Caper: 4-H Solid Waste Curriculum Guide.
PUB DATE- Sep 90
NOTE- 115p.; A play on solid waste issues, "NIMBY and NIMET: The Landfill Question," is attached.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Conservation (Environment); Educational Games; Elementary Education; Energy; Energy Conservation; *Energy Education; Environmental Education; Experiential Learning; Field Trips; Instructional Materials; *Learning Activities; *Lesson Plans; *Natural Resources; *Recycling; *Solid Wastes; Teaching Methods
IDENTIFIERS- Composting; Incinerators

This curriculum guide is composed of 16 lesson plans about terminology and concepts relevant to the four major methods of with and connected to the lives of people in prosperous countries. This is a central issue in what is known in Europe as the North-South problem. This publication argues that it is a problem that deserves a more central place in the political education of young people in Europe. Ideas for formulating and introducing a developing nations education program in the schools are put forth. The ideas are presented in seven chapters: (1) introduction; (2) a basic program for 12- to 16-year-olds; (3) the design of a lesson plan; (4) determination and formulation of aims and objectives; (5) the selection and sequencing of the learning materials; (6) methodological design; and (7) assessment and testing. (DB)

ED 350 178 SO 021 375

Trafton, Terry
Ryukyuan Culture.
PUB DATE- 91
NOTE- 57p.; The illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Background; Cultural Context; Cultural Education; Cultural Influences; *Cultural Traits; Foreign Countries; *Foreign Culture
IDENTIFIERS- *Japan (Ryukyu Islands); *Japanese Culture

The Ryukyu Islands of Japan, of which Okinawa is the best known, possess a lengthy history and a sophisticated cultural background, an exploration of which helps to shed light on this area and on mainland Japan. This document is an exposition of Ryukuan culture. Divided into eight sections, the areas covered include: (1) Historical perspective; (2) Chinese and Japanese influences on Okinawan culture; (3) Language; (4) Traditional festivals; (5) Arts; (6) Religion; (7) Customs; and (8) Summary and final comments. A number of illustrations appear at the end of the paper, as do a 29-item bibliography and a 39-item periodical bibliography. (DB)

ED 350 179 SO 021 450

Intimidad (Privacidad Personal) = Privacy. Level II. Student Book and Teacher's Edition.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 87
NOTE- 133p.; A product of the Law in a Free Society project. Supported by a grant from the Los Angeles County Bar Association. For related documents, see SO 021 452 and SO 021 454.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Citizenship Education; *Civics; Curriculum Guides; Democratic Values; Educational Objectives; Ethical Instruction; *Grade 2; *Grade 3; Instructional Materials; Learning Activities; Primary Education; *Privacy; *Spanish Speaking; Student Educational Objectives; Teaching Guides

includes an annotated bibliography of resources and a teaching guide. (DB)

ED 350 201   SO 022 182

The Role of Geography in Pre-Service Teacher Preparation: Geography in the Social Studies. A Position Paper.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Geography; *Geography Instruction; Higher Education; *Preservice Teacher Education; *Social Studies; Teacher Education; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- National Council for Geographic Education

The National Council for Geographic Education (NCGE) prepared this document to assist educators who wish to strengthen the geography component of pre-service teacher preparation. It includes NCGE standards for the role of geography in pre-service preparation. The paper's recommendations address geography as a pre-service preparation component for (1) all teachers; (2) social studies teachers; (3) teachers with a discipline-specific license within the social studies (e.g. history, geography, economics); (4) elementary and early childhood teachers in self-contained classrooms; and (5) the geography component of social studies methods courses. (Author)

ED 350 202   SO 022 226

Reimers, Fernando
Time and Opportunity To Learn in Pakistan's Schools.
PUB DATE- 91
NOTE- 24p.; Paper presented at the Northeast Universities Development Consortium Conference (Cambridge, MA, October 4-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Educational Change; *Educational Needs; Educational Objectives; *Educational Policy; *Educational Quality; *Educational Research; Elementary Schools; Foreign Countries; *Instructional Effectiveness; Intermediate Grades; School Effectiveness; Teacher Effectiveness; Teacher Student Relationship; *Time Factors (Learning)
IDENTIFIERS- *Pakistan

This paper challenges the current conventional policy view of time as a critical resource for learning. After reviewing literature on the subject, the paper analyzes the contribution of instructional time to learning using data from primary schools in Pakistan. The principal finding reported in this paper is that the amount of contact time between teachers and students in Pakistan appears to have no influence on student achievement as measured in mathematics and science tests. The discussion of this finding points to the need of having solid evidence looking at the particular context of each educational mission, and goals. Chapter 2 contains a discussion of the roles and purpose of social studies education. Chapter 3 identifies model learner outcomes for K-12 social studies education. The list contains only the program level outcomes and essential learner outcomes. Chapter 4 is concerned with how model learner outcomes can be integrated into the curriculum; specifically, it contains curriculum development models and strategies for evaluation. Nine appendices include: (1) 1987--Categories of learner outcomes for social studies; (2) Scope and sequence: alternatives for social studies; (3) Time, space, and culture; (4) George Counts, a visionary's contribution; (5) Designing and scope and sequence; (6) A curriculum for democratic citizenship; (7) Social education for social transformation; (8) Social studies within a global education; and (9) Professional organizations and resources. (DB)

ED 350 225 SO 022 452

Readings for the Christopher Columbus Quincentenary: Kindergarten through Grade Twelve. An Annotated List.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Reference Materials; Social Studies; *World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary

The main purpose of this publication is to encourage educators in California to use this increasing interest in the quincentenary of the first voyage of Christopher Columbus to the New World to motivate students to read broadly and in depth in literature, history, and geography and to investigate controversial issues and think critically about them. The content of the publication suggests titles that educators may wish to consider for use in the classroom or to include in the collections of school libraries. The titles are organized by suggested grade-span levels, and the type of genre of the selections is indicated for each entry. The readings include biography, fiction, essays, drama, poetry, history, and geography. A list of publishers and distributors of Spanish-language titles is appended. (DB)

ED 350 226 SO 022 455

With History-Social Science for All: Access for Every Student.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Curriculum Development; *Disadvantaged Youth; Elementary Secondary Education; Equal Education; *History Instruction; Learning Activities; Learning Strategies; *Social Sciences; Social Studies; State Curriculum Guides; Student Educational Objectives; *Teaching Methods
IDENTIFIERS- *California

This paper describes six strategies for California teachers to consider in teaching the state's history-social science

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Community Resources; Cultural Education; Educational Resources; Elementary Secondary Education; *Folk Culture; *Inservice Teacher Education; Instructional Materials; *Local History; Social Studies; *Teaching Methods

IDENTIFIERS- *South Carolina

These materials are designed to serve as an in-service program for South Carolina teachers interested in using local history and culture in their classrooms. The materials are organized around four different topics, each of which stems from an interview with educators expert in the incorporation of local culture in the classroom. The four topics and experts are: Getting Started in the Right Direction (Mark Wetherington); Getting It Straight from the Horses' Mouths: Regional Literature and Non-Traditional Sources (Charles Joyner); Bringing It Home to Roost: Using Folklore to Stimulate Learning (Gail Matthews-DeNatale); and Smack in the Middle of It All: Student-Centered Learning (Eliot Wigginton). Materials organized under each of these topics have been written by practicing classroom teachers and include suggested activities. Transcripts of the expert interviews and a list of additional resources and suggested readings also are included. (DB)

ED 350 248 SO 022 643

Cheek, Dennis, Ed.

Proceedings of the Annual Technology Literacy Conference. (7th, Alexandria, Virginia, February 6-9, 1992).

PUB DATE- 92

NOTE- 510p.

LANGUAGE- English

EDRS Price- EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Futures (of Society); Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Science and Society; *Science Education; Scientific Literacy; Technical Education; Technological Advancement; *Technological Literacy

The following papers are included in these proceedings: "Weaving Technology and Human Affairs" (B. Hazeltine); "Positivist and Constructivist Understandings about Science and Their Implications for STS Teaching and Learning" (B. Reeves; C. Ney); "A Modular Conceptual Framework for Technology and Work" (D. Blandow); "A Time of Uncertainty: The Impact of the Open-ended Time Frame on Biomedical Ethics" (P. di Virgilo); "Frozen Rhetoric? Public Impact on the Ice-minus Field Trials" (S. Hagedorn); "Beyond the Right to Die: Reality Versus Abstract Issues" (R. Mellican); "Technology Adoption and Sub-Sahara African Agriculture: the Sustainable Development Option" (B. Durosomo); "Environmental Commodification and the Industrialization of Native American Lands" (J. Byrne, S. Hoffman; C. Martinez); "A Structural Approach to the Environmental Crisis: Energy, Environment, and Underdevelopment" (K. Ham; R. Wykoff); "After Eve: Various Women's Approaches to Religion, Values, and Science" (M. Hunt); "A Meditation on Fate and Destiny in a Technological Age" (B. Waters); "Developing Intellectual Processes through Technology Education" (S. Johnson); "Problem Solving in Science, Technology, and Society Education within a Middle-Level Science Curriculum" (W. Peruzzi; D. Cheek); "Robotics: STS Curriculum Strands Integrated with Language Arts and Social Studies for Middle/Secondary Students" (A. Stomfay-Stitz); "Science Fairs

Communication; *Multicultural Education; Politics of Education; *Preservice Teacher Education; *Teacher Attitudes; Teacher Education Curriculum; Teacher Student Relationship

Teacher educators must consider two major issues in their efforts to incorporate multicultural education into preservice teacher preparation programs: (1) the background and previous experiences of preservice teachers; and (2) schooling as an institution that either inhibits or promotes the strengths of citizens in a democratic society. In both schools and colleges, few role models exist for racial- or language-minority students. In addition, the curriculums at all educational levels tend to be strongly monocultural, reflecting little ethnic or cultural diversity. Recent philosophical and theoretical perspectives in education have provided insights into alternatives for multicultural teacher education. Constructivist orientations would lead programs to create experiences in which diverse realities are explored. Developmental psychology perspectives would cause teacher education to be based on the recognition that an individual's cognitive development cannot be separated from the surrounding social context. The reconstructionist perspective focuses on the conditions of schooling within a democracy. Preservice teachers must construct understandings of the effect of values on reality, the dominant forces in society, the political and economic context in which decisions are made, and the impact of culture on the individual. The teacher education program must be grounded in these issues which are philosophical, social, political, economic, and psychological. (Contains 41 references.) (IAH)

ED 350 268 SP 034 035

Northfield, Jeff
Conceptual Change and Teacher Education: Impact of Our Research on Our Practice.
PUB DATE- 20 Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Research Utilization; Student Teachers; *Teacher Education Programs; Teacher Improvement; *Theory Practice Relationship
IDENTIFIERS- *Conceptual Change; *Monash University (Australia)

The paper examines ways in which ideas from conceptual change research have been applied to teacher education, focusing on the teacher education program at Monash University (Australia). Three developments have contributed to a sounder basis for linking interest in conceptual change research to practice at Monash University: (1) the research effort was interpreted within more comprehensive theories of learning; (2) research ideas were applied to the reform of teacher education programs; and (3) there was increased collaboration between teachers and academics in translating research activity into practice. Conceptual change at Monash University focused on understanding, alternative frameworks, metacognition, and a more contemporary view of constructivist learning ideas. It related to critical conditions that led to transformation in the teacher education program. The paper lists five

IDENTIFIERS- *Turn Taking

In Judith Richards' ethnically diverse third and fourth grade classroom, the morning meeting is a time for discussion. The functions these discussions serve range from sharing personal news to talking about problem-solving strategies. During these meetings, the teacher has a polyphonic role. She participates, moderates, and sometimes writes students' contributions on a chalkboard. She thus creates an orchestration of voices in which children respond both to other children and to what is written on the board. In this paper, the teacher gives the in-front-of-the-camera perspective, describing how she brings diverse voices into contact and what effects her organization of discussion has on children's discourse skills. The behind-the-camera perspective focuses on turn taking behavior that takes place during morning meeting. Specifically, the observer draws on methods from conversational analysis to show the placement of one instance of classroom discussion on a continuum with other speech-exchange systems. The paper concludes with an analysis of the conventions employed by the teacher which appear to influence classroom turn-taking organization according to the "cognitive apprenticeship" model of teaching. (Author/LL)

ED 350 287 SP 034 092

Lighthall, Frederick F.
Teachers' Innovations: A Preliminary Look at Sources, Kinds, and Gross Effectiveness of Indigenous Classroom Innovations.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; *Classroom Techniques; *Curriculum Development; Elementary School Teachers; Elementary Secondary Education; *Instructional Improvement; *Instructional Innovation; Secondary School Teachers; Teacher Developed Materials; *Teacher Effectiveness; Teacher Participation; *Teacher Student Relationship

This preliminary study was conducted to examine indigenous classroom innovation, defined as any instructional, curricular, or other change a teacher reported making in the current year or in recent years. Such innovations were described in interviews with 11 teachers in three diverse schools settings, who either created the innovations or introduced them into their classrooms. Sixty-one innovations were described and have been categorized as follows: (1) instructional (a new way of presenting or activating curricular content); (2) curricular (emphasizes some new substantive skill or content); (3) governance (new classroom or group management techniques); (4) relational (change to affect socio-emotional or work relations); (5) motivational, emotional, attentional (any new activity designed to energize learning); and (6) imposed (new curricular, instructional, or other approach that has come down from above by policy). Sources of innovative ideas, their educational impact, effective innovations, and dimensions of the qualities of innovation are presented. Narrative descriptions of innovations from five teachers considered particularly effective are included. (LL)

ED 350 288 SP 034 094

rater reliability, and program implementation. Overall, the CLS staff appears to have done a stellar job. Ten tables present study data. Seven appendixes provide information about the CLS system, national education goals, the validity studies, and the instruments used. Thirty-seven references are included. (SLD)

ED 350 306 TM 018 129

Graesser, Arthur C.
Questioning Mechanisms during Complex Learning.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 92
NOTE- 60p.; Text is in small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *College Students; Computer Assisted Instruction; Difficulty Level; Feedback; Grade 7; Higher Education; Junior High Schools; *Junior High School Students; Knowledge Level; *Learning Processes; Models; *Questioning Techniques; Student Attitudes; *Tutoring
IDENTIFIERS- *Point and Query Interface; Questions; QUEST Program

The psychological mechanisms that underlie human question asking and answering during comprehension and complex learning were studied. The transcripts of 83 tutoring sessions on research methods for college students and 22 algebra tutoring sessions for seventh graders were collected and analyzed. It was estimated that student questions were about 100 times as frequent in a tutoring session as in regular classroom settings. Analyzed dimensions and categories of questions were correlated with the students' depth of understanding of the material. Students to some extent took an active role in self-regulating their knowledge through their questions, but they needed training in improving questioning skills. In an auxiliary study on question asking, the "Point and Query" interface, a computer interface based on the QUEST model of questioning, improved the speed and quality of questioning for 32 college students. Another study found that questions were stimulated when there was a contradiction, when anomalous information was inserted, and when critical information was deleted. There is a list of 132 references. (SLD)

ED 350 307 TM 018 975

Hagen, Anastasia S.; And Others
Motivational and Cognitive Factors Affecting Involvement in Goal Pursuit: A Reconfirmation and Extension of Research.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Objectives; Cognitive Objectives; Comprehension; *Educational Objectives; *Goal Orientation; Higher Education; *Learning Processes; Rating Scales; Student Interests; *Student Motivation; Study Skills; *Undergraduate Students
IDENTIFIERS- Concentration; Final Examinations; *Involvement in Learning

This study, fourth in a series examining factors related to involvement in academic tasks, considers the ways in which

DESCRIPTORS- *Academic Persistence; American Indians; Asian Americans; Black Students; College Admission; *College Graduates; College Students; *Ethnic Groups; Ethnicity; Higher Education; Hispanic Americans; Longitudinal Studies; School Holding Power; *Selective Admission; Selective Colleges; *Sex Differences; Universities

IDENTIFIERS- *AIR Forum; Big Eight Universities; Big Ten Universities; Southern University Group

A study was conducted of the extent to which the factors of selectivity in freshman admissions, ethnic background, and gender affect the retention and graduation rates of university students. Longitudinal retention data collected from 28 institutions in the Big Eight, Big Ten, and the Southern University Group (SUG) for the first-time freshmen classes of fall 1983 through fall 1989 were used as a basis for analysis. Findings indicated that while the overall retention rates for the 1983-89 cohort groups were generally consistent, retention rates for Black students showed significant and steady improvement, going from 75 percent for 1983 to 82 percent for 1989. Findings also showed that among minority groups, retention rates and graduation rates were highest for Asian Americans, followed by Hispanics, Blacks, and American Indians, even when subgroups of race are combined with variables of selectivity or gender. In addition, comparison of the highly selective with the selective colleges showed significant differences in retention and graduation, with the highly selective institutions retaining and graduating more students. Analysis by gender found that, in almost all of the institutions, retention and graduation rates were higher for females than they were for males. Included are seven tables and seven references. (JB)

ED 349 864 HE 025 781

Moline, Arlett E.; Hendel, Darwin D.

Exploring International Issues through the Use of CIRP Data. AIR 1992 Annual Forum Paper.

PUB DATE- May 92

NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Asian Americans; College Freshmen; Data Analysis; Databases; English (Second Language); *Ethnic Groups; Ethnicity; *Foreign Students; Higher Education; Income; *Institutional Research; International Education; *Racial Relations; Research Design; Research Methodology; Sex Differences

IDENTIFIERS- *AIR Forum; *Cooperative Institutional Research Program; University of Minnesota Twin Cities

A study was done of ways to use data from the Cooperative Institutional Research Programs (CIRP) to provide information on policy questions related to international education. The CIRP survey is an annual project that provides participating institutions with the opportunity to use the database to explore questions concerning an institution's international activities. The study population included 1,403 entering freshmen at the Twin Cities campus of the University of Minnesota in the fall of 1991. The analysis focused on responses to three particular survey questions on international

This paper discusses the determination of college faculty salary inequity and identifies the areas in which human judgment must be used in order to conduct a statistical analysis of salary equity. In addition, it provides some informed guidelines for making those judgments. The paper provides a framework for selecting salary equity models, based on four decision elements and the contributions of four fields of study (law, economics, statistics, and institutional research) as the basis for establishing criteria for selecting an appropriate salary equity model. The four decision elements include defining the group to be analyzed, determining the variables to be included, deciding what statistical model should be used, and determining which outcome statistics should be used for interpretation. Contributions from the field of law focus on pay equity, disparate treatment, and comparable worth. The contribution of the field of economics comes from human capital theory. The contribution of statistics is the use of multiple regression analysis in salary equity research and the issues of multicollinearity and statistical significance. The field of institutional research has contributed various studies on methods of indentifying underpaid employees. (Contains 75 references.) (GLR)

ED 349 882   HE 025 799

Conklin, Karen A.
Community College Students: Where Do They Go and What Do They Do? A 5-Year Statewide Follow-Up Study. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; College Students; *Community Colleges; *Educational Attainment; Followup Studies; Full Time Students; Higher Education; Longitudinal Studies; Outcomes of Education; State Surveys; *Student Attitudes; Student Development; *Student Educational Objectives; *Student Experience; Transfer Students; Two Year Colleges
IDENTIFIERS- *AIR Forum; *Kansas

This paper describes the results of a 5-year statewide follow-up study of first-time, full-time community college students in Kansas, and documents the academic and career progress of these students from first entry into college to subsequent experiences after leaving the community college. The study, which began with 640 participants from 17 colleges, details students' success in reaching their personal, academic, and career objectives and describes the variables affecting progress in achieving those objectives. It is revealed that over 75 percent of the students had achieved their original educational objective and, if starting again, 80 percent would attend the same community college. Over 70 percent continued as full-time students throughout the 5 years the study was conducted. Of those survey respondents holding jobs, those who completed their bachelor's degrees received higher wages. A lack of funds, change in lifestyle, or a change in goals were most often cited as the reasons for not achieving educational objectives. Over one quarter of respondents transferred from one Kansas community college to another during the course of the study. The study also examined financial aid, degree/certificate completion, career choice, personal growth

*Graduate Medical Students; Higher Education
IDENTIFIERS- *Analogical Reasoning; Analogy Test Items; China; *Chinese People; Miller Analogies Test

This study compared Chinese graduate students in the People's Republic of China (PRC) to Chinese graduate students in the United States (U.S.) in their analogical reasoning skills. Analogical reasoning was used because it requires multidimensional cognitive abilities. Subjects were 40 male and female Chinese graduate students who had graduated from colleges in PRC. Twenty subjects were attending graduate school at the Medical University of South Carolina in the U.S. while 20 were attending graduate school in the PRC. Both schools were medical universities. All 40 subjects took the written "Miller Analogies Test" in Chinese. Each problem was selected for cultural fairness. After a few practice problems, the subjects completed the test of 40 items in an untimed session. Results of the study showed that the students in the PRC performed significantly better than the students in the U.S. on analogical reasoning skills. These differences may be related to the sociocultural challenges that face the students in the U.S. and which may increase anxiety and decrease confidence. Another possible source of difference may be contact with an individualist society and the experience of conflict between collectivist culture and the U.S. individualist culture. (Contains 10 references.) (JB)

ED 349 901 HE 025 823

Miller, Michael T.; Seagren, Alan T.
Characteristics of Development Officers: Implications for Fund Raiser Curriculum.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; Administrators; Advertising; *Content Analysis; Continuing Education; Curriculum Design; *Employment Opportunities; *Fund Raising; Higher Education; *Job Analysis; Job Skills; Occupational Information
IDENTIFIERS- *Development Officers

An investigation was conducted to identify what components and thematic areas should be included in fund raiser training by analyzing fund raising position advertisements. A content analysis was performed on 307 advertisements in publications of the National Society of Fund Raising Executives (NSFRE) and other sources from 1988-1990 specifically addressing necessary professional experience, skill requirements, educational expectations, and organization type. The sample was randomly selected from the "NSFRE Employment Opportunities," St. Louis, Missouri, NSFRE chapter local position announcements, bulletins, and announcements printed in the "Non Profit Times." Organizational type categories included special interest non-profit organizations, religious institutions and agencies, hospitals, educational institutions, and private fund raising corporations. Results of the content analysis emphasized competence in fund raising skills or abilities followed by experience in the philanthropic community with formal education not identified as a major qualification in the sample. These characteristics, a combination of knowledge expectations and specific skills, provide a conceptual framework for future needs assessments related to fund raising executive training curriculum. Two dominant areas for concentrated study emerged:

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Administrator Role; *College Faculty; *Educational Change; Educational Environment; Educational Trends; *Faculty College Relationship; Faculty Development; Faculty Evaluation; Higher Education; Institutional Administration; Leadership; *Publish or Perish Issue; Teacher Role
IDENTIFIERS- Scholarly Writing

This book proposes a plan for higher education reform that rejects the "publish or perish" controversy and stresses strong leadership that elevates the importance of teaching excellence. Chapters 1 and 2, "Agendas," look at the agenda for change and suggest some of the constraints in value conflicts and teacher evaluation. Chapters 3 and 4, "Alternatives," analyze current and alternative models for understanding faculty roles and propose a new model of the campus-based teacher/scholar. Chapters 5 and 6, "Applications," look at a series of varying perspectives on teacher evaluation, propose a new reward structure, and offer the reflections of several faculty from Southeast Missouri State University who participated in a reform effort at their campus. Chapters 7 and 8, "Actions," focus particularly on the role of leaders within the higher education institution who shape campus environment and culture, implement employment policies and practices, and lead the transition to an institution that has reestablished the importance of teaching. The final section is a supplement that offers findings from a survey of campus leaders on how to enhance the teaching/learning environment. Included are an index and 15 selected references. (JB)

ED 349 922 HE 025 852

Creech, Joseph D.
Readiness for College: College-to-School Reporting in the SREB States.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; *College Preparation; Colleges; *College School Cooperation; Higher Education; High Schools; Information Dissemination; *Readiness; Regional Programs; User Needs (Information)
IDENTIFIERS- *College to School Reporting; Louisiana; North Carolina; Southern Regional Education Board; State Role; Tennessee

This publication reports on the extent and usefulness of information provided to high schools by colleges on the college readiness of freshmen attending college in states covered by the Southern Regional Education Board (SREB). The opening section notes the usefulness of college to school reporting, the importance of students arriving at college ready to do the work expected of them, and the difficulty of developing good information exchange efforts. The following section describes the current state of college to school reporting noting that the frequency and quality of the reporting varies greatly from institution to institution. It also notes that SREB states differ in the ways they gather and report information. The next section offers three examples that illustrate the differences in both the kinds of information provided in college-to-school education and begin to insist on a more serious role in defining and directing the appropriate use of information technology in their classrooms. Possible new directions for educational policy are suggested, including: ameliorating the myth of inevitability of automation; realistically portraying future job markets that will demand a minority of jobs requiring intensive computer knowledge and the bulk of jobs requiring a minimal ability to work with computers as tools; applying a more focused, lower level of computer use instead of a broad-based computer literacy program; ensuring a combination of high-technology learning aids with meaningful human interaction in order to further the development of complete human beings; critically questioning the acceptance of computer literacy; and allowing an equal right to a place in school and society for those students who find they do not get along well with computers. (Contains 20 references.) (ALF)

ED 349 941   IR 015 672

Martin, C. Dianne, Ed.; Murchie-Beyma, Eric, Ed.
In Search of Gender Free Paradigms for Computer Science Education. Proceedings of a Preconference Research Workshop at the National Educational Computing Conference (Nashville, Tennessee, June 24, 1990).
SPONS. AGENCY- Association of Computing Machinery, Baltimore, MD.; IBM Corp., Atlanta, GA. Educational Systems.; National Educational Computing Conference.
PUB DATE- 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Attitudes; *Computer Science; Epistemology; *Equal Education; Females; Higher Education; Information Sources; Microcomputers; Racial Bias; *Sex Bias; *Sex Differences; Sexism in Language; Teaching Methods
IDENTIFIERS- *Computer Attitudes; National Educational Computing Conference

This monograph includes nine papers delivered at a National Educational Computing Conference (NECC) preconference workshop, and a previously unpublished paper on gender and attitudes. The papers, which are presented in four categories, are: (1) "Report on the Workshop: In Search of Gender Free Paradigms for Computer Science Education" (C. Dianne Martin); (2) "Understanding Gender Biases in Computer-Related Behavior: Are We Using the Wrong Metaphor?" (Robin Kay); (3) "Gender Differences in Human Computer Interaction" (Charles W. Huff, John H. Fleming, and Joel Cooper); (4) "Gender and Attitude Toward Computers" (James R. Aman); (5) "Female Students' Underachievement in Computer Science and Mathematics: Reasons and Recommendations" (Lesley S. Klein); (6) "Implications of the Computer Culture for Women of Color" (Carol Edwards); (7) "Strategies for Involving Girls in Computer Science" (Valerie Clark); (8) "A New Introduction to Computer Science" (Danielle R. Bernstein); (9) "Restructuring Departments for Equality" (Henry Etzkowitz, Carol Kemelgor, Michael Neuschatz, and Brian Uzzi); and (10) "Gender Equity--A Partial List of Resources" (Cindy Meyer Hanchey). An additional paper and report are appended: "Epistemological Pluralism: Styles and Voices within the Computer Culture" (Sherry Turkle and Seymour Papert); and "Becoming a Computer Scientist: A Report by the ACM Committee on the Status of Women in Computing Science" (Amy Pearl, Martha Pollack, Eve Riskin, Becky Thomas, Elizabeth Wolf, and Alice background in art or art history to different ways of looking at and thinking about paintings. This report discusses the Museum Visitor's Prototype, key design and production issues, highlights of the formative research, and potential future developments in this area. (ALF)

ED 349 960 IR 015 697

Sandals, Lauran H.; Pyryt, Michael C.
New Directions for Teaching Research Methods and Statistics: The Development of a Computer-Based Expert System.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; *Expert Systems; Foreign Countries; Higher Education; Instructional Design; Microcomputers; *Research Methodology; *Statistics

This paper describes the conceptual base for the development of a computer-based expert system. After reviewing developments in computer-based learning and experiments with computer-assisted learning in statistics, the paper describes the nature of expert systems and desired attributes of expert systems in statistics. An overview of proposed research projects to develop a computer-based expert system research outliner/statistical tutor is presented. Current progress, anticipated timelines and methodological concerns are provided. Two figures--The Changing Focus of Attention in Technology for Computer-Assisted Learning and System Delivery Tools--are included. (Contains 37 references.) (Author/ALF)

ED 349 961 IR 015 698

Jacobson, Michael J.; Levin, James A.
A Rule-Based and Hypertextual Electronic Mail System for Electronic Learning Environments: Applying the Distributed Network Learning Framework.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; Computer Software; *Computer System Design; *Electronic Mail; Elementary Secondary Education; Epistemology; *Expert Systems; *Hypermedia; Information Networks; Learning Theories; Man Machine Systems
IDENTIFIERS- *Distributed Network Learning Framework; *Message Assistant

This paper discusses issues related to the design of software tools that support learners in their participation in network-based learning activities. To guide the development and use of a new class of educationally-oriented network tools, this paper

PUB DATE- Jan 92
NOTE- 25p.; For a report on the 1989-90 program, see IR 054 140.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Archives; Cultural Exchange; Databases; Foreign Countries; Higher Education; *International Programs; *Librarians; *Library Associations; Library Automation; Library Education; Library Services; National Libraries; Overseas Employment; Professional Training; Shared Library Resources
IDENTIFIERS- *American Library Association

The American Library Association (ALA) Library/Book Fellows program began in 1986 with a grant from the U.S. Information Agency. The program's purpose is threefold: (1) to increase international understanding through the establishment of professional and personal relationships and the accomplishment of mutual goals; (2) to promote international sharing of resources and increase access to U.S. materials in the host country; and (3) to enable U.S. librarians and publishers to enrich and broaden their career experience through a short period of overseas service. The bulk of the report consists of profiles of the 1990-91 fellows highlighting their overseas experiences. The fellows are: (1) Mary M. Wagner from the College of St. Catherine (Minnesota), who went to the Institute of Southern Africa Studies at the National University of Lesotho in Roma, Lesotho; (2) Lucinda Covert-Vail from San Francisco State University, who went to the Universidad Complutense de Madrid in Spain; (3) J. David Martin from the University of Iowa, who went to Simon Bolivar University in Caracas, Venezuela; (4) James Krikelas from the University of Wisconsin, who went to the University of Crete in Rethymnon, Crete, Greece; (5) Michael S. Perdreau from Ohio University, who went to the National Library of Haiti in Port-au-Prince, Haiti; (6) Thomas Connors from the Bancroft Group in Los Angeles who went to the National Archives of Pakistan in Islamabad, Pakistan; (7) Wendy A. Simmons from the University of Maryland-College Park, who went to the University of Botswana in Gabarone, Botswana; (8) Artemis G. Kirk from Simmons College (Massachusetts), who went to the Urban Council Public Libraries in Hong Kong; and (9) Anne Mustain from the University of Virginia, who went to the University of the West Indies, Faculty of Law Library, in Bridgetown, Barbados. (MES)

ED 349 981   IR 054 148

A Bibliography of Resources about Access to Education for Homeless Children and Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Adolescents; Alcoholism; Books; *Children; Curriculum; Demonstration Programs; *Elementary Secondary Education; Employment; Government Publications; Government Role; Guides; *Homeless People; Housing; Hunger; Mental Disorders; Periodicals; Reports; Videotape Cassettes

The bibliography is divided into sections according to the source of the materials. The first category lists resources available for review at Maine's Office of Homeless Education. These and practices are considered in several areas. They include improvements in library instruction methods, including workshops on advanced library topics and interactive computer tutorials; more emphasis on helping patrons limit IO searches to IUSB holdings; and improvements to the periodical holdings list. Potential uses of the microcomputers that have replaced five IO terminals for future assessment of the IO catalog and library instruction are discussed. The library skills survey questionnaire and sample IO screens are appended. (Contains 10 references.) (MES)

ED 350 000 IR 054 182

Clement, Hope E. A., Ed.
Medium-Term Programme 1992-1997.
PUB DATE- 92
NOTE- 97p.; For related documents, see IR 054 175, IR 054 178-179, IR 054 183, IR 054 190, and IR 054 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Foreign Countries; Futures (of Society); Information Technology; *International Organizations; *International Programs; *Libraries; *Library Associations; Library Planning; Library Services; Long Range Planning; Policy; Position Papers
IDENTIFIERS- *International Federation of Library Associations

This document presents the medium-term plan (1992-97) of the International Federations of Library Associations and Institutions (IFLA). IFLA's long-term policy statement is included, and the concept, objectives, orientation, and goals for its five core programs are described. The programs are: Universal Bibliographic Control and International MARC; Universal Availability of Publications; Preservation and Conservation; Universal Dataflow and Telecommunications; and Advancement of Librarianship in the Third World. Following this, the nature and purpose, objectives, and goals are presented for each of the divisions with their sections and round tables. These are the divisions of: (1) General Research Libraries; (2) Special Libraries; (3) Libraries Serving the General Public; (4) Bibliographic Control; (5) Collections and Services; (6) Management and Technology; (7) Education and Research; and (8) Regional Activities. Also included are a list of acronyms; a keyword/subject index to IFLA's professional groups; and an outline and organizational chart of IFLA divisions, sections, and round tables. (MES)

ED 350 001 IR 054 183

Nauta, Paul, Comp.
Trends 1989-1990. Reports to the Council 1991 with an Outlook to Policy and Activities in the Years 1991 to 1993.
PUB DATE- Jul 91
NOTE- 33p.; For related documents, see IR 054 175, IR 054 178-179, IR 054 182, IR 054 190, and IR 054 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Developing Nations; Expenditures; Financial Support; Foreign Countries; Information Technology; *International Organizations; *International Programs;

being financially independent than other students. References, the survey instrument, and data tables on enrollment status, financial concerns, financial status, and student income, by ethnic group, are included. (PAA)

ED 350 018 JC 920 308

Von Wald, Stephen C.
The Placement Survey: Final Report, 1990-1991.
PUB DATE- Sep 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; *College Transfer Students; Community Colleges; *Educational Attainment; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Multicampus Districts; Participant Satisfaction; Questionnaires; Student Attitudes; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Arrowhead Community College Region MN

The Arrowhead Community College Region (ACCR), in Minnesota, conducted a follow-up study of its 1991 graduates designed to collect information on whether the graduates had found employment, were continuing their education, or had another placement status. Each college in the ACCR contacted its graduates to determine placement status, resulting in a 97% response rate. In addition, a placement survey was mailed to all 993 graduates, and after a telephone follow-up, a 75% response rate (n=746) was attained. Selected findings included the following: (1) in 1991, 536 students earned an Associate in Arts (AA) degree, 104 earned an Associate in Science (AS) degree, 270 earned an Associate in Applied Science (AAS) degree, and 83 earned 1-year certificates; (2) the 993 graduates represented a 65.5% increase over the previous year; (3) 80.6% of the AA graduates, 25% of the AS graduates, 30% of the AAS graduates, and 36% of the certificate graduates were continuing their education; (4) 96% of the AS graduates, 85% of the AAS graduates, and 90% of the certificate graduates eligible for placement found jobs; (5) 64.7% of the respondents indicated that the education they had received was helpful or very helpful in their work; and (6) over 75% of the working graduates indicated that they did not use any assistance from their college to find employment. Various data tables, including tables providing information aggregated by each member college of the ACCR (i.e., Hibbing, Duluth Center, Itasca, Mesabi, Fond du Lac Center, Rainy River, and Vermilion), and the survey instrument are provided. (MAB)

ED 350 019 JC 920 383

MacIntyre, Jeanne
Keyano College Effective Programming Partnerships: Assisting Aboriginal People To Meet Employer Expectations.
PUB DATE- May 92
NOTE- 9p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Montreal, Quebec, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

DESCRIPTORS- Administrative Organization; Administrator Attitudes; *Board Administrator Relationship; College Administration; College Faculty; Community Attitudes; *Community Colleges; *Community Support; *Governing Boards; *Organizational Effectiveness; Questionnaires; Self Evaluation (Groups); Student Attitudes; Teacher Attitudes; Two Year Colleges

IDENTIFIERS- *Governing Board Role; *Pima Community College AZ

In April 1992, a study was conducted to evaluate the roles, effectiveness, and perceived support of the Pima Community College Board of Governors. Questionnaires were completed by board members, administrators, faculty, staff, students, and selected community members, resulting in an overall response rate of 27% (n=326). Low response rates were obtained from full-time faculty (28%), staff (38%), students (13%), and community members (27%), suggesting that results from these groups should be interpreted cautiously. As a total group, the respondents, who attended less than one-half of all board meetings in 1991-92, indicated that: (1) board members always have the opportunity to express their views at meetings, while college personnel and the public frequently have this opportunity; (2) board members are frequently sufficiently prepared to discuss agenda items; (3) debate on board agenda items is frequently sufficient to explore all of the issues; (4) board members frequently interact positively with one another at open meetings; (5) the board infrequently interferes unduly in college administrative matters; (6) the board is effective overall; and (7) respondents most frequently receive information about the board through the student newspaper (49%), public media (43%), the weekly "College Bulletin" (43%), and discussions with others (38%). For each question, 40% to 58% of the respondents answered "Don't Know" or did not respond. Administrators and board members tended to answer the most questions and rate the board highest, while students and part-time faculty tended to answer the least questions and rate the board lowest. Bar graphs and the survey instrument are provided. (MAB)

ED 350 035 JC 920 486

Cooper, Jeff

The Project for Adult College Education (PACE). Board of Governors Exemplary Program Award Proposal.

PUB DATE- 13 Mar 92

NOTE- 36p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; *Adult Students; *Articulation (Education); College Transfer Students; Community Colleges; Cooperation; Course Descriptions; Evening Programs; *General Education; Group Activities; Intercollegiate Cooperation; *Nontraditional Students; Program Descriptions; Student Educational Objectives; *Transfer Programs; Two Year Colleges; Weekend Programs

IDENTIFIERS- *Los Angeles Pierce College CA

The Project for Adult College Education (PACE) at Los Angeles Pierce College, in California, is a transfer-oriented General Education program for working adults. The program was initiated in 1986, enrolling approximately 200 adult students each semester during the first 2 years. The program now enrolls approximately 400 adult students each semester, and includes the following components: (1) a curriculum which meets the

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Alumni; College Graduates; Community Colleges; National Surveys; *Outcomes of Education; Personal Narratives; Profiles; Relevance (Education); Role of Education; *Student Attitudes; *Student Experience; *Success; Two Year Colleges; *Two Year College Students

In September 1989, letters were sent to the presidents and public information officers of each member college of the American Association of Community and Junior Colleges (Washington, D.C.) asking them to identify outstanding graduates who might be interested in composing short essays describing their community college experience. More than 190 colleges in 39 states responded. The essays presented in this collection were selected from a total of over 500 submissions because they represented quality writing, a broad geographic distribution, and the diverse populations served by community colleges. Following a preface by Edmund J. Gleazer on the power of the personal narratives to convey the effectiveness of the colleges, an introductory chapter, "What This Book Is About," reviews the development of the idea for the collection, and the organization of the essays. The next chapter, "Community Colleges: An Introduction for the Uninitiated," provides a brief historical overview, describes the services and enrollments of two-year colleges, and addresses common concerns about the institutions (i.e., that the quality of students is low; that transfer rates are low; and that community colleges perpetuate class stratification). Next, one-page profiles of the graduates, which include a photograph and biographical sketch in addition to the essay, are provided in eight chapters corresponding to the alumni's career fields: Law; Science, Technology, and Agriculture; Entertainment, Media, and Sports; Health and Medicine; Social Services; Business; Public Service; and Education. Indexes of profilees, and the colleges they attended are included. (MAB)

ED 350 052 JC 920 506

Thomas, Robert J.; And Others
Serving Vocational ESL Students.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Students; Bilingual Education Programs; College Environment; Community Colleges; Cross Cultural Training; Cultural Pluralism; Financial Support; *Job Training; *Limited English Speaking; Program Administration; *Program Development; Program Evaluation; Program Guides; Student Personnel Services; Teaching Methods; Testing Programs; Two Year Colleges; *Two Year College Students; *Vocational Education; *Vocational English (Second Language)

Drawing on an applied research study encompassing an extensive literature review, telephone interviews with 50 key program administrators, and site visits at 9 community colleges, this handbook describes proven, effective techniques for providing vocational education to limited English proficient (LEP) adults in a community college setting. An introductory chapter focuses

1992).
SPONS. AGENCY- AT&T Foundation, New York, NY.; Ford Foundation, New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.; Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Care Occupations; *Community Action; Compliance (Legal); Cooperative Programs; *Demonstration Programs; Early Childhood Education; *Family Day Care; Grants; *National Organizations; Program Descriptions; State Legislation; Training; Volunteers
IDENTIFIERS- *National Council of Jewish Women; *National Family Day Care Project

The National Family Day Care Project (NFDCP) was undertaken by the National Council of Jewish Women (NCJW) to create and support demonstration projects for community-based organizations to ensure the availability of high quality family day care. During the first 2 years of the 4-year project, NCJW volunteers in 31 communities in 21 states assessed family day care needs and designed appropriate community service, education, and advocacy projects to respond to them. Each local NCJW section then implemented one or more projects in partnership with key leaders and organizations from the public and private sectors. This booklet contains case study descriptions of some exemplary local projects. The projects focused on: (1) increasing the supply of family day care by identifying and recruiting unregulated providers, educating parents, developing a small grants program for providers, and training providers via public television; (2) developing resources to help family day care providers succeed by helping potential care providers become licensed, providing a mobile resource van, producing a directory of services, and providing grants; (3) encouraging the legal operation of family day care homes by supporting statewide legislation through coalition building, surveying local zoning ordinances, and helping providers apply for licenses; and (4) organizing family day care community education campaigns focusing on consumer education for parents and child care fairs. (AC)

ED 350 069 PS 020 479

Mitchell, Jo Bennett, Ed.
Caring for Ourselves: Wages and Benefits in Church Child Care. Policy Report #3.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Sep 89
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Change Strategies; Child Caregivers; *Child Care Occupations; *Church Programs; *Community Attitudes; *Day Care Centers; Early Childhood Education; *Fringe Benefits; National Surveys; *Salaries
IDENTIFIERS- *Church Based Child Care

This policy report on compensation for child care providers is designed for use by directors, child care providers, clergy, board members, and other leaders in church-housed child care developing productive habits of mind. The first six of the book's seven chapters describe ways for classroom teachers to foster these dimensions of learning in their students; offer suggestions for planning instruction that addresses each dimension of learning; and discuss topics with practical relevance to each dimension of learning. The final chapter proposes three models for integrating the five dimensions in classroom instruction and discusses the assessment of instructional methods that are based on the dimensions of learning. A reference list of approximately 230 items is provided. (BC)

ED 350 087 PS 020 684

Allen, Debra
Enhancing Journal Writing Skills in a Second Grade Classroom through Teacher Conferencing and Student Self-Evaluation.
PUB DATE- Apr 92
NOTE- 86p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; *Elementary School Students; Grade 2; *Journal Writing; Primary Education; Spelling; *Teacher Student Relationship; Teaching Methods; Word Lists; *Writing Achievement; Writing Improvement; *Writing Skills
IDENTIFIERS- *Childrens Writing; Topic Selection

This practicum report describes a 12-week intervention to enhance the journal writing skills of six students in a second grade class. Expected outcomes were that all students will: (1) improve journal writing skills as measured by the Holistic Scoring Checklist; (2) show a 100 percent increase in the number of words used in journal writing; and (3) improve their spelling of words appropriate to their grade level by 80 percent. Also expected were outcomes that students will: (4) show an 80 percent increase in suggested journal topics during brainstorming sessions; and (5) increase their recognition of words in word lists by 50 percent. The intervention included the use of student self-evaluation of their writing, peer tutoring, word lists to be read by students, teacher conferencing with individual students, and language arts lessons for the whole class. Results indicated that five of the six students met the first three outcome objectives, and students surpassed the goals for the remaining expected outcomes. A 15-item reference list is provided. Appendices include language arts guidelines and objectives, surveys of teachers' opinions about students' journal writing and students' attitudes toward writing, teacher observations of the six students in the intervention, the Holistic Scoring Checklist, and word lists. (BC)

ED 350 088 PS 020 687

Henriques, Marlene
Increasing Literacy Development of At-Risk Kindergarten Students through Cross-Age Tutoring.
PUB DATE- 92
NOTE- 97p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Books; Check Lists; *Elementary School Students; *High Risk Students; Kindergarten; *Kindergarten Children; Letters (Alphabet); *Literacy; Prereading Experience;

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Infants; *Sex Stereotypes; *Visual Stimuli
IDENTIFIERS- Stereotyped Behavior

This study examined the abilities of 10-month-old infants to detect correlations between objects and persons based on the characteristic of gender. A total of 32 infants were habituated to six stimuli in which a picture of a male or female face was paired with one of six objects such as a football or frying pan. Three objects were associated with female faces and three with male faces. Infants were then presented with test stimuli in four conditions: (1) control, which duplicated one of the habituation stimuli pairs; (2) generalized, which paired an object from the habituation stimuli pairs with a different face of the same gender; (3) novel, which paired an object from the habituation stimuli pairs with a face of the opposite gender; and (4) unique, which paired a new object with a face. Analysis of infants' looking times indicated that infants' looking times in the control and generalized conditions did not differ from each other and were less than their looking times in the novel test condition. Results suggest that 10-month-old infants are capable of forming categories based on their detection of correlations among features of gender. (SM)

ED 350 107 PS 020 866

Levy, Gary D.
Effects of Gender Constancy Understanding, Perceptions of Figure's Sex and Size, and Gender Schematization on Preschoolers' Gender-Typing: Sometimes Big Girls Do Cry.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Body Height; *Preschool Children; Preschool Education; Sex Differences; *Sex Role; Sexual Identity; Social Cognition
IDENTIFIERS- *Gender Constancy; Gender Schema Theory; Kohlberg (Lawrence)

This study examined the effects of children's understanding of gender constancy and their perceptions of differences in figures' sexes and relative body sizes on their attributions of gender-typed activities and characteristics. Interviews with 80 children between 3 and 6 years of age were conducted to ascertain the children's understanding of gender constancy. In a gender role attribution task, children were presented with drawings of a male and female figure of the same size, or two figures of the same sex but of different sizes. Children were then asked to identify which figure they thought would be most likely to engage in certain activities or act in a certain manner previously gender-typed as masculine or feminine. The results indicated that children attributed: (1) more masculine activities and characteristics to male than to female figures of the same size; (2) more masculine activities and characteristics to larger than to smaller male figures; (3) more feminine activities and characteristics to female than to male figures of the same size; and (4) more feminine activities and characteristics to larger than to smaller female figures. (SM)

ED 350 108 PS 020 871

parenting books or magazines to include in the packet that related to objectives. Also included are suggestions for putting the packets together; examples of literature webs that illustrate the way literature can be integrated into other content areas; an example packet format; and four additional learning activities aimed at improving student reading comprehension. (LP)

ED 350 125 RC 018 733

A Bibliography for the Themes: Multicultural, Self-Concept/Family, Health and Fitness, and Careers. Summer Program Academic Resources Coordination Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- 92
NOTE- 20p.; For related documents, see RC 018 731-732.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Awareness; *Childrens Literature; Elementary Secondary Education; Family Life; *Migrant Education; Multicultural Education; Periodicals; Primary Education; *Reading Materials; *Resource Materials; Self Concept

This bibliography, which lists over 100 children's books, was compiled by the Summer Program Academic Resources Coordination Center (SPARCC) in Loudonville, New York. SPARCC was a migrant education grant that developed and helped implement model summer migrant education programs in New York, Virginia, and Florida. The bibliography is divided into sections according to the themes of the books, including multiculturalism, health and fitness, family and self-concept, and careers. The listings in each thematic category are further divided by age level, including sections for primary, intermediate, and junior/senior high. Each listing includes the complete title of the book, author, publisher, and a brief annotation. Also included are lists of 3 resources books and 14 periodicals that help select children's books. (LP)

ED 350 126 RC 018 786

Matters, Lorine
Seniors and Youth: Learning and Sharing. An Intergenerational Project Created and Conducted with the Tama County Iowa 4-H Clubs, Mesquaki Indian Settlement School, and the Cedar Falls Public Schools (1983-88).
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Extension Agents; Generation Gap; *Intergenerational Programs; *Learning Experience; *Older Adults; Program Implementation; Rural Education; *School Community Programs; Volunteers; *Youth
IDENTIFIERS- *Cedar Falls Community School District IA

This document describes the intergenerational project conducted in the Cedar Falls Public School System (Iowa) that involved senior citizens and youths in a learning and sharing process. The county-based extension service supported by faculty at Iowa State University assisted in the recruitment and training of senior citizen volunteers. Implemented intergenerational activities include: (1) students developing interviewing skills

Geometry Curriculum. Revised Edition-1991.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 89
NOTE- 38p.; Prepared for the Vocational-Technical School System, Middletown, Connecticut.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; *Geometric Concepts; *Geometry; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Minimum Competencies; Post Secondary Education; Secondary Education; Student Educational Objectives; *Vocational Education; Vocational Schools
IDENTIFIERS- Connecticut State Department of Education

In 1988-89 the Connecticut Vocational-Technical School System initiated a program for the ongoing review and upgrading of all trade and academic curricula use in the system's 17 schools to insure that each curriculum is consistent with current standards. Every 3 years the Curriculum Steering Committee for the trade or academic subject conducts a review and an analysis to identify outdated content, approaches, or materials. The revised curriculum incorporates the latest thinking of instructors who teach the subject, suggestions from authorities in the mathematics field, and current instructional approaches in the field of education. This curriculum is intended as a plan for learning geometry and an aid to the mathematics instructor to prepare students for membership in society. The document is separated into several sections: the Vocational-Technical School System Mathematics Sequence; Career Relationships and Requirements; Professional Goals for Instructors; General Competencies for Students; Personal Competencies for Students; Correlations of Trade/Subject Competencies with Connecticut's Common Core of Learning (a chart); and a series of 12 geometry units. Each unit provides suggested instructional time, unit objectives, and a list of competencies required of students after completing the unit. The units are: (1) Points, Lines, Planes, Angles; (2) Deductive Reasoning; (3) Parallel Lines and Planes; (4) Congruent Triangles; (5) Quadrilaterals; (6) Similar Polygons; (7) Right Triangles; (8) Circles; (9) Constructions and Loci; (10) Areas of Plane Figures; (11) Areas and Volumes of Solids; and (12) Coordinate Geometry. Twenty-two computer software and 2 textbook citations are provided in the appendixes, as well as a detailed outline of the Common Core of Learning. (MDH)

ED 350 144 SE 052 385

Tippins, Deborah J.
The Relationship of Science Self-Efficacy and Gender to Ninth Grade Students' Intentions To Enroll in Elective Science Courses.
PUB DATE- 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Course Selection (Students); *Elective Courses; *Grade 9; High Schools; *Science Curriculum;

handling solid waste problems: (1) reuse; (2) recycling; (3) conversion of waste to energy ; and (4) landfilling. Games, investigations, a play, projects, a slide presentation, and skits are some of the teaching techniques utilized in the lesson plans. Each lesson follows a general format as follows: (1) purpose; (2) time; (3) materials; (4) preparations before the meeting; (5) background information; (6) lead-in; (7) procedure; (8) processing; (9) extensions; and (10) student worksheets. Lesson 1 is an introduction to the concept of solid waste, its categories, and related measurement terminology. The relationship between solid waste and natural resources is explored in lesson 2. The term litter is presented in lesson 3. In lesson 4 alternative methods for solid waste handling, management, and disposal are identified. Lesson 5, about natural cycles, leads into lessons 6 through 8 on recycling. The concepts and goals of composting are introduced in lesson 9. Lessons 10 through 12 introduce the incineration process and the relationship between energy and waste. The final lessons, 13 through 16, present landfills and associated issues. A glossary, an answer section, and 20 references are included. (MCO)

ED 350 161 SE 053 200

Quigley, Martyn, Ed.
Canadian Mathematics Education Study Group = Groupe Canadian d'etude en didactique des mathematiques. Proceedings of the Annual Meeting (Fredericton, New Brunswick, Canada, May 23-27, 1991).
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computers; Constructivism (Learning); Content Area Reading; Courseware; Discussion (Teaching Technique); Educational Technology; *Elementary School Mathematics; Elementary Secondary Education; Epistemology; Foreign Countries; Functions (Mathematics); *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Multiplication; Probability; *Secondary School Mathematics; Sociocultural Patterns; Statistics; Teacher Education; Writing Across the Curriculum
IDENTIFIERS- Canada; *Canadian Mathematics Education Study Group; Chaos Theory; Computer Algebra; *Ethnomathematics; Fractals; MAPLE Comuter Algebra System; NCTM Curriculum and Evaluation Standards

The proceedings report is divided into four sections that include: (1) two invited lectures by Colette Laborde and James Kaput on the topics of students' reading and writing of mathematics and an allegory in which writing is introduced into a technology-based mathematical society; (2) working group reports on the topics of fractal geometry in the curriculum, the socio-cultural aspects of mathematics, the role of technology in understanding mathematics as presented in nine appendices, and the implications constructivism has for the teacher; (3) topic group reports on the analysis of peer discussions in mathematics classes and their effects on pupil learning, children's behavior and thinking about partitioning, using software to develop pupil's probabilistic and statistical thinking, and discussion of the meaning of critical mathematics education; and (4) an ad hoc group report that discuss a

This curriculum unit presents an overview of privacy as a concept intrinsic to the functioning of a democratic society. The unit requires students to examine the concept of privacy, some differences among individuals and cultures in relation to it, its benefits and costs, and its proper scope and limits. The curriculum is organized around topical questions that provide a systematic approach to the analysis and evaluation of privacy. This edition of the curriculum, for students in grades 2 and 3, contains four units, each of which concerns a topical question. Unit 1 asks, "Que es la intimidad o privacidad personal?" (What is privacy?). Unit 2 asks, "Como se explicaran las diferencias de conducta para conseguir la intimidad?" (What factors might explain differences in privacy behavior?). Unit 3 asks, "Cuales son los beneficios y los costos que causa la intimidad?" (What might be some benefits and costs of privacy?). Unit 4 asks, "Que abarca y hasta donde se limita la intimidad?" Each lesson in the teacher's guide features an overview, objectives, student materials, and learning procedures. This document is the English-Spanish Bilingual Edition of the curriculum, which has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. (DB)

ED 350 180   SO 021 452

Justicia = Justice. Level II. Student Book and Teacher's Edition.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 89
NOTE- 211p.; A product of the Law in a Free Society project. For related documents, see SO 021 450 and SO 021 454.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Citizenship Education; *Civics; Curriculum Guides; Democratic Values; Educational Objectives; Ethical Instruction; *Grade 2; *Grade 3; Instructional Materials; *Justice; Learning Activities; Primary Education; *Spanish Speaking; Student Educational Objectives; Teaching Guides

This curriculum is designed to help students understand and apply basic principles and considerations useful in examining issues of justice so they can determine for themselves what would be just in a particular situation. From such activities, students should gain an increased awareness of the importance of justice in their own lives and its place in contemporary society, and an increased capacity and inclination to deal with issues of justice effectively and wisely. In order to deal with the broad range of issues of justice, this curriculum is organized according to a common classification scheme that breaks down such issues into questions of distributive justice, corrective justice, and procedural justice. This edition of the curriculum, for students in grades 2 and 3, contains four units, each of which concerns a topical question. Unit 1 asks, "Que es la justicia?" (What is justice?) Unit 2 asks, "Como resolver problemas de justicia acerca de lo que le toca a cada uno?" (How can you solve problems of the fairness of who gets what?--Distributive justice.) Unit 3 asks, "Como resolver problemas de lo que es justo hacer para corregir un dano?" (How system and to the risks implicit in recommending policies of universal validity on the basis of limited research evidence. The prevalent policy view on instructional time would seem to assume that time of contact between teachers and students is a process of constant quality and infinite elasticity. This paper suggests that quality of teacher-student interactions is probably more relevant than the total amount of time allocated to instruction. (DB)

ED 350 203 SO 022 279

Parker, Franklin
William Heard Kilpatrick (1871-1965): Philosopher of Progressive Education and Teacher of Teachers.
PUB DATE- 24 Jan 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Biographies; Educational History; Educational Theories; *Progressive Education; *Teacher Education
IDENTIFIERS- *Kilpatrick (William Heard)

This paper is a brief biographical sketch of William Heard Kilpatrick who was a leading advocate of progressive education. A 22-item bibliographical essay is included. (DB)

ED 350 204 SO 022 305

Stabler, Karen, Comp.
Southwestern Native American Studies: A Selected Bibliography.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Studies; Annotated Bibliographies; Books; Databases; Reading Materials; Reference Materials; Research Methodology; *Research Tools; *Resource Materials
IDENTIFIERS- *Native Americans

Conducting research in the field of Native American studies requires the use of many different materials in the library. This guide provides a bibliography of useful tools as well as a basic strategy to follow when researching the topic. The types of documents listed include: dictionaries and encyclopedias, guides and handbooks, journal articles, databases, statistics, and government documents. (KM)

ED 350 205 SO 022 310

Simoneau, Karin
Bibliographic Guide to Mexican Federal Government Documents.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Government (Administrative Body); *Government Publications
IDENTIFIERS- *Mexico

This bibliographic guide covers federal-level documents from the legislative, executive, and judicial branches of the Mexican government. It includes bibliographies and catalogs, organization directories, serials and series currently published by government institutions, censuses, annual reports, curriculum to educationally disadvantaged students. The six strategies are: (1) enriching history through literature; (2) connecting history with other learnings; (3) connecting history to personal experience; (4) adapting to different life styles; (5) integrating social participation skills in the curriculum; and (6) linking students to their communities. Classroom activities are suggested in connection with each strategy: these activities are examples of proven instructional methods based on the needs, interests, and backgrounds of educationally disadvantaged students. Ninety-two sample readings for students and a 41-item list of references also are included. (DB)

ED 350 227   SO 022 459

Islam, Perestroika, and the Education of Women: Principles and Possibilities. International Seminar on Literacy and Lifelong Education for Women (Frunze, Kirghizstan, November 26-December 1, 1990).
PUB DATE- 91
NOTE- 64p.; Conference organized by UNESCO and the Kirghiz Teacher-Training Institute for Women. Color photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Females; Foreign Countries; Foreign Culture; *Illiteracy; *International Education; *Islamic Culture; Literacy Education; Religious Cultural Groups; *Womens Education
IDENTIFIERS- Bahrain; Bangladesh; Egypt; Jordan; Syria; Turkey; USSR (Kirgizia); USSR (Uzbekistan)

Female illiteracy and the overall educational status of women in Islamic societies are the two main themes of this collection of conference papers. The papers include: THe Eradication of Female Illiteracy in Kirghizia: the Historical Situation (1920-1930) (I. S. Boldzhurova); Women's Education in Kirghiszstan (R. Achylova); Literacy and Education Issues in Kirghizia (I. G. Kitaev); The Development of Women's Literacy in Uzbekistan (D. B. Kuldashiev); Women's Teacher-Training Colleges and Women's Education in the USSR (S. M. Isaev); Vocational Training of Women in the USSR as Part of Continuing Education (V. A. Sudarikov); Literacy for Women in the Context of Islamic Culture: The Case of the Arab States (A. W. Youssif); Looking at Literacy Efforts in General and in Islamic Countries in Particular (S. Maknoon); Education of Women and Girls: A Pressing Imperative (N. Aksornkool); Campaigning against Illiteracy among Women in China (L. Chiun-Xiang); Girls' Education in Bahrain (H. Khamiri); Literacy for Women in Bangladesh (M. Ikfat); Women's Literacy in Egypt (S. Sharaka); Women and Non-Formal Education in Jordan (A. Alawneh); Girls' and Womens' Literacy in the Syrian Arab Republic (G. A. Jabi); and Literacy Activities in Turkey (S. Kapusuzoglu). Four annexes also are included: (1) Recommendations of the International Seminar on Literacy and Lifelong Education for Women (Frunze); (2) List of Foreign Participants; (3) List of Participants from the USSR; and (4) Programme. (DB)

ED 350 228   SO 022 460

Debeauvais, Michel
National Educational Research Policies: A World Survey.
PUB DATE- 90
NOTE- 113p.
LANGUAGE- English

for Young Children?" (B. Hauser); "Ten Years Later: Have Opinions about the Environment Changed? A Survey of High School Students 1980 and 1990" (J. Barr); "Research, Innovation, and Project Work for Students and Teachers in Secondary Schools in Slovenia" (S. Zakrajsek); "Coupling Teacher Inservice and Student Science Training Programs" (J. Tashiro; D. Elbert-May; P. Rowland); "A National Comparative Analysis of Minority Pre-Service Teachers in Mathematics and Science" (J. Bazler; M. Gonzalez); "Looking at the Earth in New Ways" (M. Passow; D. Kitzmiller; M. Krohn); "Project 2061: A Working Model" (J. Bazler; M. Charles); "Science, Technology, and Political Choice: Part of the Undergraduate Curriculum" (M. Sage); "Identity and Commitment: Information, Rhetoric, and the Recruitment and Retention of Female Engineering Students" (J. Croissant); "Ethics in the Engineering Curriculum" (M. Alfano); "Using Concepts of Technology to Enhance a Writing Assignment" (J. Renzelman); and "Natural Resource Management for 'Autonomy': Lessons on 'Community' through Environmental Education Simulations" (J. Hamilton' G. Vahoviak). The conference program also is included. (DB)

ED 350 249 SO 022 645

Symcox, Linda
Selected Teaching Materials for the United States & World History: An Annotated Bibliography.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; History Instruction; *Instructional Materials; Resource Materials; Social Studies; *United States History; *World History

This annotated bibliography describes 55 titles of teaching materials that have been selected in order to provide history teachers with a list of high quality resources to supplement their textbooks. The materials are organized into the following categories: America: All Periods; Eighteenth Century America and the Revolution; The Constitutional Period; Nineteenth Century America; Twentieth Century America; World History; Women's History; and National Center for History in the Schools Teaching Units. Each entry includes the title, author or publisher, date, type of materials, length, grade level, source, and description. (DB)

ED 350 250 SO 022 674

Zimmerman, Enid; Clark, Gilbert
Resources for Teaching Art from a Multicultural Point of View.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

propositions that were expressed early in the reform of the teacher education program and have provided a focus for continual review of the program. The third proposition (student teachers are actively constructing views of learning and teaching based on personal experiences and strongly shaped by perceptions held before the beginning of the program) is particularly relevant to conceptual change. Discussion of the propositions in light of continuing issues and future challenges concludes the paper. (SM)

ED 350 269 SP 034 038

Hellgren, Paul A.
Developing Academic Professionals through the Finnish Teacher Education Curriculum.
PUB DATE- 21 Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Curriculum Development; *Educational Change; Educational Planning; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Holistic Approach; *Preservice Teacher Education; Secondary School Teachers; Social Influences; *Teacher Education Curriculum; Teacher Improvement
IDENTIFIERS- *Finland; *Professionalization of Teaching; Subject Centered Curriculum; Subject Content Knowledge

After Finland's elementary and secondary system was totally reformed in the 1970s, it was determined that the education of elementary and secondary teachers also needed to change. Four new teacher education goals were proposed: (1) developing scientific humanism, (2) creativity, (3) socialization, and (4) a holistic view of individuals. The new plan did not separate general, theoretical, and professional education; it oriented teacher education more toward science and research. Three factors were crucial: integrating theoretical with practical studies; integrating subject studies with pedagogical studies; and preparing prospective teachers to guide the cognitive, affective, and psychomotor development of their students. Finland's reformed teacher education now offers comprehensive programs for elementary and subject (secondary) teachers. Both programs lead to a master's degree and are considered academic curricula. Because subject teachers teach subject-specific classes in comprehensive schools, they study two or three subjects and major in one. Since elementary teachers teach all subjects, they major in educational science and learn the basics of all subjects. The teacher education reform has led to a system that does not differ much from the traditional notion of professionalism on the European continent. (SM)

ED 350 270 SP 034 046

Lafleur, Clay
The Evolution and Value of Teacher Research in the Change Process: From Learning Styles to Conferencing. Draft Copy.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

Dobson, Henry D.; Hranitz, John R.
Adapting the Thinking Processes To Enhance Science Skills in Females and Minorities.
PUB DATE- 92
NOTE- 10p.; Paper presented at the Annual Conference of the Institute for Critical Thinking (Montclair, NJ, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anxiety; Classroom Environment; Elementary Secondary Education; Equal Education; *Females; *Learning Processes; Literature Reviews; Males; Mathematics Teachers; *Minority Groups; Science Education; Science Teachers; *Sex Bias; Thinking Skills; Womens Education
IDENTIFIERS- *Science Skills

The process of educating children in our schools has reflected a long history of science and mathematics for males only. Culturally, women and minorities have not made the same progress in society as their male counterparts, education for them being significantly different. These differences, coupled with culturally determined expectations, have resulted in women comprising only three percent of the science, engineering, and business graduates produced by schools today. In order to assist females and minorities to reduce negative aspects associated with the learning of science and mathematics, a range of successful educational policies, programs, and methods are available to help these students. Confronting the social barriers and dealing with the idea of equity in course content, learning activities, and teaching mehtods are necessary steps to ensure females innovative opportunities to increase their skills in math and science. In developing science materials that are relevant to females and minorities, teachers must provide new career models. This will encourage students to clarify their own values and assure them that there are professional opportunities in science for them. Removing the biases from science education will promote the best use of human resources. (LL)

ED 350 289 SP 034 095

Glick, Judith Gail; And Others
Sources Used by Student Teachers in Lesson Planning.
PUB DATE- 92
NOTE- 13p.; Paper presented at the Meeting of the National Science Teacher Association (March 27, 1992) and at the Oregon Academy of Science (February 21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperating Teachers; Curriculum Guides; Higher Education; *Learning Activities; *Lesson Plans; Mathematics Teachers; *Preservice Teacher Education; *Resource Materials; Science Teachers; Secondary Education; Self Efficacy; Student Teacher Supervisors; *Student Teaching; *Teacher Developed Materials; Textbooks
IDENTIFIERS- *Pedagogical Content Knowledge

Pedagogical content knowledge is defined as the blending of subject matter knowledge, general knowledge of learning and teaching, knowledge about specific learners, and knowledge of instructional representations of subject matter such as activities, examples, demonstrations, analogies, and illustrations. This study was conducted to identify sources cognitive, affective, and motivational variables associated with involvement change over various phases of completing an actual academic task (studying for a final examination). The phases of studying were: (1) just about to begin studying; (2) in the midst of studying; and (3) just finished studying. Subjects were 60 undergraduates in a public speaking course. Students completed a five-page questionnaire while they were studying for a final examination. They then completed a modified version of the Nowlis-Green Mood Adjective Check List. The phase of studying was a significant within-subject factor for both cognitive/motivational and affective variables. As in previous studies there was an increasing trend from phase 1 to phase 2 for interest, concentration, involvement, and understanding; and there was a decreasing trend for wishing to be elsewhere, anger, playfulness, pressure, and skepticism. These trends were consistent with a pattern of increasing involvement that precludes other affective and cognitive events, both negative and positive. One table and two figures illustrate the discussion. (Author/SLD)

ED 350 308 TM 018 995

Wilhite, Stephen C.
Self-Concept of Academic Ability, Self-Assessment of Memory Ability, Academic Aptitude, and Study Activities as Predictors of College Course Achievement.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Academic Achievement; *College Students; Higher Education; *Introductory Courses; Locus of Control; *Memory; *Predictor Variables; Psychology; Rating Scales; Self Concept; Self Concept Measures; Self Efficacy; Self Evaluation (Individuals); *Study Habits
IDENTIFIERS- *Academic Self Concept; Concept Mastery Test (Terman); Everyday Memory Questionnaire; Nowicki Strickland Internal External Scale (Adult); Self Concept of Academic Ability Test; Study Activity Survey

Positive relationships between student study behaviors and academic achievement were examined in this extension of a large-scale Far West Laboratory project. Participants were 196 college students drawn from 28 sections of an introductory psychology course over a 4-semester period, involving 12 instructors. Subjects' activities and allocation of study time in preparing for a recent test were assessed using the Study Activity Survey (SAS), Form T. Self-efficacy was assessed with an abbreviated form of the Self-Concept of Academic Ability Test (SCAAT). The Concept Mastery Test measured academic aptitude, and the Adult Nowicki-Strickland Internal External Control Scale determined locus of control. The 37-item Everyday Memory Questionnaire (EMQ) determined subjects' views of their own memories on a 5-point scale. Scores on the SCAAT, the Self-Evaluation of Cognitive Ability subscale of the SAS, the EMQ, and the Concept Mastery Test all accounted for significant shares of achievement variance, with SCAAT scores being the best single predictor of students' course achievement. The more positive the student's self-concept of academic ability, the more positive the student's evaluation of cognitive ability, the more negative the student's self-assessment of memory, and the higher the student scored on the Concept Mastery Test, the better the student did in the course. Two tables present study data. (SLD) issues. Analysis of the student responses found that students for whom English was not their native language were frequently older and Asian-American. Students who spoke a language other than English at home were more likely to be female and Asian-American. Both students who were non-native English speakers and students who spoke a language other than English at home reported a lower parental income and had parents with lower levels of formal education. Students who placed personal importance on helping to promote racial understanding were more likely to be female, to speak a language other than English at home, and to be Asian-American. These students reported more hours during a typical week in high school were spent studying, volunteering, and participating in student clubs. They expected to take an active part in their college experience. The study concluded that institutions should consider ways in which they can do further analysis of the CIRP data. Included are a copy of the CIRP survey form and nine references. (JB)

ED 349 865 HE 025 782

Pike, Gary R.
The Relationship between Perceived Learning and Satisfaction with College: An Alternative View. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; College Seniors; Graduate Surveys; Higher Education; Institutional Research; *Learning; *Models; *Participant Satisfaction; *Student Attitudes; *Student Experience; Surveys
IDENTIFIERS- *AIR Forum; *Halo Effect; University of Tennessee Knoxville

This study evaluated two competing explanations of the learning-satisfaction relationship in the college experience. The first model represents a true relationship between reported learning and satisfaction, while the second model treats this relationship as an artifact of a halo effect. The study took place at the University of Tennessee, Knoxville (UTK) and involved data collected in 1988 using a campus-wide assessment program where all seniors were administered a survey designed to elicit information about perceptions of their college experiences, satisfaction with college, and learning and development during college. In 1990, the same subjects were mailed an alumni survey containing many of the items from the senior survey, with 989 responses. The data were evaluated according to goodness-of-fit of the models, invariance of the measurement models across senior and alumni data, and multitrait-multimethod tests of the relationships between latent variables representing the same constructs for the senior and alumni data. Analyses revealed that treating the learning-satisfaction relationship as an artifact of a halo effect provided the best representation of the data. Although not conclusive, results suggested that educational researchers and assessment practitioners should be careful in interpreting self-reports of learning and development, particularly as they relate to satisfaction with college. Included are 47 references. (JB)

ED 349 866 HE 025 783

and development, comparisons of community colleges with high schools and with 4-year colleges, and educational plans. (Contains nine references.) (GLR)

ED 349 883 HE 025 800

Keeley, Edward J., III
An Analysis of Expenditure Allocation and Its Relationship to Institutional Classification. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; *Classification; College Instruction; Comparative Analysis; Doctoral Programs; *Expenditures; Higher Education; Operating Expenses; Public Colleges; Public Service; *Research Universities; *Resource Allocation; *School Funds; Universities
IDENTIFIERS- *AIR Forum; *Carnegie Foundation for Advancement of Teaching

This paper examines the expenditure patterns of public doctorate-granting institutions, the tradeoffs made among competing financial needs by these institutions, and how well these expenditure patterns may validate the Carnegie classifications of the examined institutions. The paper presents data collected from 133 institutions in the Research I, Research II, Doctorate-granting I, and Doctorate-granting II Carnegie classification groups, including the following financial variables: total fiscal year 1988 educational and general expenditures and mandatory transfers (E&G) and present E&G in each of the following areas: instruction, research, public service, academic support, institutional support, student services, and operation and maintenance of plant. Using Pearson correlation coefficients, the relationships among competing expenditure allocation choices are shown, and through the use of discriminant analysis, these allocations are used to validate the Carnegie classifications of the institutions, as well as to determine how the institutions would be reclassified into other Carnegie groups based solely on their spending patterns. Study results indicate that only research and public service are positively correlated with total E&G expenditures; all other allocation ratios show negative relationships with E&G. The relationship between instruction and research showed the strongest negative correlation between any two variables. Percent spent on instruction showed positive relationships with student services, institutional support, and plant operation. Using spending patterns to validate Carnegie classifications resulted primarily in reclassifications from Research II and Doctoral II categories into Research I and Doctoral I categories. (Contains 14 references.) (GLR)

ED 349 884 HE 025 801

Taylor, D. D.
The Structure and Governance of Higher Education: A Global Perspective, Australian Higher Education. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 11p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May

trade skills and office-related skills. These two skill areas, according to data, must be integrated with practical work experience. (Contains 18 references.) (JB)

ED 349 902 HE 025 824

College and University Revenues and Expenditures: New York State Fiscal Year Ending 1991.
PUB DATE- Jun 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; *Educational Finance; Expenditures; *Higher Education; Hospitals; *Income; Private Colleges; State Colleges; State Universities; Two Year Colleges; Universities
IDENTIFIERS- *New York

This monograph presents state-wide financial data for higher education in New York. The information source was the Higher Education Data System. The data is presented in four tables for fiscal year ending 1991 that provide the following information: (1) a summary of current funds revenues by source in institutions of higher education; (2) a summary of current funds expenditures and mandatory transfers by function in institutions of higher education; (3) a report of current funds revenues by source in institutions of higher education by institutional classification; and (4) current funds expenditures and mandatory transfers by function in institutions of higher education by institutional classification (two- and four-year state university components and two- and four-year independent institutions). (JB)

ED 349 903 HE 025 826

Pancrazio, Sally Bulkley; Aloia, Gregory F.
Evaluating University Policies on Plagiarism and Other Forms of Research Misconduct.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the North Central Association--Commission on Institutions of Higher Education (Chicago, IL, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Codes of Ethics; Discipline Policy; Ethics; Faculty College Relationship; Higher Education; Incidence; Plagiarism; Research; *Research Administration; *School Policy; Self Evaluation (Groups); Standards
IDENTIFIERS- *Research Misconduct

This study examined research misconduct and related university policies including prevalence of misconduct, institutional procedures and responsibility for dealing with misconduct, relationships between misconduct and federal funding, actions taken to educate faculty administrators and students, and whether review of misconduct policies should be part of accreditation. A random sample of North Central Association accredited institutions of higher education were surveyed. Institutions selected offered a full continuum of academic degrees with full-time enrollments of at least 5,000 students. Of these 36 were randomly selected, assured of anonymity and confidentiality and then 31 were interviewed by telephone. Most often the interview was with the graduate dean of the institution. Results of the survey indicated that 62 percent reports and in the way states and institutions report information. The examples are Tennessee, North Carolina, and Louisiana which currently provide information about the college success of recent high school graduates. A final summary section suggests eight qualities of a successful college readiness reporting program. (JB)

ED 349 923 HE 025 853

Birnbaum, Robert
How Academic Leadership Works: Understanding Success and Failure in the College Presidency.
PUB DATE- 92
NOTE- 252p.; Part of the Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; *College Administration; *College Presidents; Collegiality; Higher Education; Institutional Role; Leaders; *Leadership; Leadership Qualities; Leadership Responsibility; Leadership Styles; Leadership Training; Supervisory Methods
IDENTIFIERS- Institutional Leadership Project

This book addresses leadership in the academic community, how college presidents and other leaders affect their institutions, and institutional renewal. The book is based on data collected by the Institutional Leadership Project (ILP), a 5-year-longitudinal study of how college and university presidents and other leaders interact and communicate, assess their own and others' effectiveness, establish goals, learn, transmit values, and make sense of the complex and dynamic organizations in which they work. The book is divided into three parts. Part 1 introduces the ideas about leadership that form the basis of the study. Part 2 considers the relationship between presidents and their several constituencies (in particular, the faculty) and how these interactions can promote institutional renewal. Part 3 summarizes some of the concepts illuminated by the study and suggests what can be done to improve institutional leadership. Also appended are four resources. Resource A lists the 32 study institutions that were research sites for the ILP. Resource B includes an example of the interview protocols used in the study, and Resource C contains summaries of some of the ILP data and the relationships between them. Resource D lists publications of the ILP to date and sources for obtaining them. (JB)

ED 349 924 HE 025 854

Altizer, Anne W.
Seeking Major Gifts: How 57 Institutions Do It.
PUB DATE- 92
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alumni; *Corporate Support; Donors; Educational Finance; *Educational Trends; Elementary Schools; Elementary Secondary Education; Financial Support; *Fund Raising; Higher Education; High Schools; *Income; *Philanthropic Foundations;

Wu). The gender equity resources listed include books, articles, and brochures; training modules; technical assistance modules; publications from the National Science Foundation; and organizations. (ALF)

ED 349 942 IR 015 673

Silbergleid, Michael Ian
Instructional Television: Visual Production Techniques and Learning Comprehension.
SPONS. AGENCY- Broadcast Education Association, Washington, D.C.
PUB DATE- 92
NOTE- 37p.; Production Division Paper Competition, Debut Entry, First Place, Broadcast Education Association (Las Vegas, NV, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Audiovisual Instruction; Comparative Analysis; Educational Media; *Educational Television; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; *Production Techniques; Research Papers (Students); *Television Research; Undergraduate Students

The purpose of this study was to determine if increasing levels of complexity in visual production techniques would increase the viewer's learning comprehension and the degree of likeness expressed for a college level instructional television program. A total of 119 mass communications students at the University of Alabama participated in the study. There was no significant difference found in the level of learning comprehension or the degree of likeness between the experimental groups that saw the basic version (cuts-only editing, on-camera graphics, and simple computer character generation), the advanced version (basic version plus dissolves, fades, and computer generated static graphics), and the extravagant version (advanced version plus digital video compression, digital video expansion, and computer generated moving graphics) of the same instructional television program. These results lead to two conclusions: (1) instructional television producers may utilize complex visual production techniques when appropriate without fearing any negative effects on learning; and (2) organizations need not spend hundreds of thousands of dollars for television equipment when equipment costing only tens of thousands of dollars will produce the same educational results. Data are presented in nine tables. (Contains 53 references.) (Author/ALF)

ED 349 943 IR 015 674

Clariana, Roy B.
Integrated Learning Systems and Standardized Test Improvement.
PUB DATE- Feb 92
NOTE- 13p.; Invited presentation, WICAT Users Conference (Sandy, UT, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Testing; Elementary Secondary Education; Individualized Instruction; Instructional Improvement; Instructional Systems; *Scores; *Standardized Tests; Testing Problems; *Test Wiseness
IDENTIFIERS- *Integrated Learning Systems; *WICAT

proposes a cognitively-based, distributed network learning framework (DNLF). This framework has three main aspects: (1) network mediators and the flow of information and knowledge; (2) networks and cognitive theories of learning; and (3) the human-network interface. As an example of an application of the DNLF, an ongoing research and development project is described that involves an electronic mail program called The Message Assistant is described. The Message Assistant is designed to promote higher order learning goals as a part of instructional activities conducted over distributed educational networks. In addition to the standard electronic mail features such as creating, sending, receiving, and reading messages, this program includes a user-defined incremental expert system and hypertextual linking functions to assist network users in their evaluation, organization, and distribution of network information and knowledge. Research using the DNLF can provide insights into important aspects of electronic educational networks and help guide the design of tools to better support learning in these rapidly evolving network environments. Six figures illustrate The Message Assistant screen displays. (Contains 14 references.) (Author/ALF)

ED 349 962 IR 015 700

Technology Network Ties: Network Services and Technology Programs for New York State's Educational System.
PUB DATE- Feb 91
NOTE- 30p.; Photographs and figures may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Educational Administration; Electronic Mail; Elementary Secondary Education; Management Information Systems; Money Management; State Programs; Student Records; Telecommunications; Teleconferencing
IDENTIFIERS- *Technology Network Ties NY

The New York State Technology Network Ties (TNT) systems is a statewide telecommunications network which consists of computers, telephone lines, and telecommunications hardware and software. This network links school districts, Boards of Cooperative Educational Services (BOCES), libraries, other educational institutions, and the State Education Department together for communications, resource sharing, and enhanced access to information and services. This brochure describes TNT's network services and technology programs developed by the State Education Department and available to schools through BOCES. Designed to support the teaching/learning environment and improve school district management, these services and programs include electronic communications, access to information databases, use of computer-based management and instructional services, and gateways to national and international networks. Specific programs and services described include electronic mail, electronic conferencing, a student information system, a management system for special education, a financial management system, statewide data collection, distributed data processing, a placement and career planning service, a teacher recruitment clearinghouse, a clearinghouse for youth-at-risk, electronic dissemination of documents, and a long-range plan for elementary and secondary education that includes major recommendations and activities to help New York State school districts incorporate technology in the classroom and improve school management. Sources for more resources, which are listed by format, consist of 31 articles and reports; 1 audiocassette; 1 curriculum guide; 4 periodicals; and 3 videos. The focus of most of these items is education for homeless children and youth. The second section lists 30 items available from the Maine State Library. Eleven of these are monographs on homelessness; 15 are federal government publications, which include reports on congressional hearings and federal programs; 2 are reports by federal advisory commissions; and 2 are publications of the State of Maine. The third section of the bibliography lists five reports and a resource handbook available from other organizations together with the names and addresses of the organizations. The call numbers are provided for the state library items, of which eight federal reports are on microfiche. (KRN)

ED 349 982 IR 054 149

Canadian Politics and Government: A Guide to Reference Sources.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Annotated Bibliographies; *Federal Government; Foreign Countries; Government Publications; Higher Education; Newspapers; Periodicals; *Politics; Reference Materials
IDENTIFIERS- *Canada; *McGill University (Canada)

This guide introduces reference works available in the McGill University libraries that are relevant to the study of Canadian politics and government. Although some important sources with an historical approach are mentioned, the emphasis here is on material for contemporary politics. The materials are listed in eight categories: (1) Encyclopedias and Handbooks; (2) Yearbooks and Annual Reviews; (3) Almanacs and Directories (general and government programs and services); (4) Statistics; (5) Dictionaries; (6) Biographical Sources; (7) Indexes (general, periodical, newspapers and current awareness surveys, government documents, and theses); and (8) Topical Bibliographies and Surveys (general bibliographies, arms control and disarmament, civil/human rights, the constitution, elections, external relations, intergovernmental relations, nationalism, native peoples--government policy, political parties, public administration and finance, and women). Information provided for each item includes the author, publisher, publication date, call number, and a brief annotation. (KRN)

ED 349 983 IR 054 150

Bailey, Gail C., Comp.; Hardy, Rose Mary, Comp.
Facts about Maryland's School Library Media Programs 1990-91.
PUB DATE- 91
NOTE- 475p.; For the 1986-87 report, see ED 297 738.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Books; Elementary Secondary Education; Evaluation Criteria; Federal Aid; Institutional Schools; *Learning Resources Centers; *Library Collections; *Library Personnel; *Library Standards; Media Specialists;

*Libraries; *Library Associations; Library Role; Objectives; Policy; Position Papers
IDENTIFIERS- *International Federation of Library Associations

This biennial report describes International Federation of Library Associations (IFLA) events and activities in the during 1989-90. They are treated under the following headings: (1) Managerial Aspects, including membership and organization, fund raising, regional offices, publications, and conferences; (2) Divisions, Sections, Round Tables, focusing on professional groups and including projects, integration of IFLA's professional work, guidance to officers, new groups, and future issues; (3) Core Programmes, including Universal Bibliographic Control and International MARC, Universal Availability of Publications, Preservation and Conservation, Universal Dataflow and Telecommunications, and Advancement of Librarianship in the Third World (ALP); (4) ALP, including concept, objectives, orientation, work plan, and goals; (5) Finances, including accounts, budget forecasts for 1991-92, and graphs of 1990 income and expenditures; and (6) IFLA's Long Term Policy, including the role of libraries, general policy issues, educational and social roles, access to information, enhancement of the library profession, and new information technology. (MES)

ED 350 002 IR 054 185

Rodda, Dorothy, Comp.
Church and Synagogue Library Resources. A CSLA Bibliography. Fifth Edition.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Audiovisual Aids; Cataloging; Childrens Literature; *Library Administration; *Library Collection Development; Library Equipment; *Library Material Selection; *Library Technical Processes; Periodicals; Preservation; Special Libraries
IDENTIFIERS- *Church Libraries; Selection Tools; *Synagogue Libraries

This bibliography is intended to provide a basic list of resources currently available to help librarians and library committees in organizing and operating effective church and synagogue libraries. Resources are presented in 12 categories: (1) Church and Synagogue Library Manuals; (2) Periodicals for the Congregational Librarian; (3) Furnishing and Equipping the Library; (4) Selection and Acquisition of Books; (5) Selecting Books for Children and Young People; (6) Technical Aids; (7) Handling Non-book Materials; (8) Promotion and Publicity; (9) Other Helps; (10) Church and Synagogue Library Associations; (11) Directory of Publishers; and (12) Audio/Video Resources. Title, author and source indexes are provided for materials cited in the bibliography. (KRN)

ED 350 003 IR 054 186

Cleveland, Gary
Electronic Document Delivery: Converging Standards and Technologies. UDT Series on Data Communication Technologies and Standards for Libraries, Report #2.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English

(150)
DESCRIPTORS- American Indian Education; American Indians; *Canada Natives; Community Development; *Cooperative Programs; Cultural Context; Foreign Countries; *Job Training; Postsecondary Education; Program Descriptions; *School Business Relationship; *School Community Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Keyano College AB

Keyano College (KC), in northeast Alberta, has been involved in several successful partnerships with native communities to deliver community-based programs. Strong college/community partnerships recognize the cultural identity of participants while providing them with the skills vital to personal, community, and economic development. Because the native communities within the region are each unique, with their own history, culture, and concerns, they do not identify the same felt needs, and so are rarely ready for the same programs at the same time. Credit and non-credit programs have been developed specific to each community's needs. For example, at Fort McKay, programs leading to Class II Bus Operator and Class I Truck Transport licensure have been offered, resulting in an 80% employment rate in transportation for successful students. Another effort, the Syncrude Canada/Alberta Career Development and Employment/KC partnership has provided residents of Conklin, Janvier, Anzac, and Gregoire Lake with the opportunity to combine academics and job training. Upon completing the program, participants have been placed in jobs at Syncrude. The most extensive community-based programming offered by KC has been in Fort Chipewyan, with programs including adult basic education, college preparation, and clerk-typist, waiter/waitress, and basic management courses, in addition to the Reaching Out Program (a volunteer literacy project), and a Pre-Carpentry Program initiated by the Cree Band in 1991. At Fort McMurray, the college has been involved in an on-the-job training program with Suncor and the Fort McMurray Regional Job Training Association, in which 83% of the participants have subsequently been employed by Suncor. (MAB)

ED 350 020 JC 920 440

Clayton, Graham
Entrepreneurship Education and Training: The Building of a Centre of Expertise.
PUB DATE- Jun 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration; Consultation Programs; Course Descriptions; *Entrepreneurship; Foreign Countries; Government School Relationship; *Job Training; Program Descriptions; Program Development; *Program Effectiveness; *School Business Relationship; School Community Relationship; Self Employment; Small Businesses; Two Year Colleges
IDENTIFIERS- *Confederation College of Applied Arts and Techn ON

Confederation College (CC) in Thunder Bay, Ontario, is recognized internationally for its expertise in entrepreneurship education. CC began its work in this area in 1983-84 with two pilot projects providing community outreach service. Since then, the college has established the following programs: the Northwest Enterprise Centre (NEC), which delivers entrepreneurship training programs at satellite projects throughout Canada, as well as in the Caribbean, Poland, freshman/sophomore requirements at most public and private universities in California, and is structured so that students can matriculate in five semesters, earning 60-units of credit; (2) a strong emphasis on collaborative learning through the use of study teams which meet on a weekly basis at a student's home; (3) a staff comprised of four faculty, a director, a dean, a counselor, and a secretary, who meet on a weekly basis to discuss and plan ongoing program operations; (4) courses scheduled to repeat every five semesters so that a student entering the program in either fall or spring can complete the program coursework in five semesters; (5) a student body which is 70% female and 28% ethnic minority; and (6) course scheduling designed for working students in which participants are enrolled in four courses each semester, and attend classes one night per week and on alternate Saturdays from 8:00 a.m. until 5:00 p.m. The only non-transferable course required of PACE students is English 28 (pre-college composition). Though the PACE program emphasizes a Business degree, the 60 credits earned can be applied to a number of bachelors degrees at senior institutions. A list of all PACE courses and course descriptions; a list of senior institutions accepting PACE graduates; and data tables are included. (PAA)

ED 350 036   JC 920 487

Rapp, Adrian; Dodgen, Lynda
Shooting Research from the H.I.P.P.S. and Making a Killing for Ourselves.
PUB DATE- May 92
NOTE- 15p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Cooperation; *Critical Thinking; Instructional Materials; Research Assistants; *Research Methodology; *Research Skills; Research Tools; Resource Materials; Social Science Research; Sociology; Student Participation; *Student Research; *Teaching Methods; Two Year Colleges; Two Year College Students; *Writing (Composition); Writing Skills
IDENTIFIERS- *HIPPS Method; North Harris College TX

Utilizing the HIPPS (Hypothesis, Involvement, Participation, Practice, and Sharing) method in community college social science courses provides students with the opportunity to develop research, critical thinking, and writing skills. The HIPPS method includes the following stages: (1) Hypothesis Formation by Students, in which the professor poses a problem and assigns students to groups of approximately six individuals who seek out background information, and form distinct, but interrelated hypotheses; (2) Involvement of Students in Gathering Data, in which students explore methods of data collection, such as the composition, distribution, and utilization of questionnaires, and the use of sampling; (3) Participation of Students in Table Formation and Data Analysis, in which the student groups meet with the instructor for more focused and personalized lessons in data analysis and data table construction; (4) Practical Practice in Writing Summaries, Conclusions, and Reports, in which students write on basic issues and concerns, such as understanding the diverse demographics of LEP students, welcoming them to the campus, and balancing institutional mission, resources, and capabilities. Chapter 2 looks at ways to foster a multicultural environment that serves not only LEP students, but the campus community as a whole. While chapter 3 investigates the challenges associated with planning and implementing programs and services for LEP students, chapter 4 provides a detailed discussion of instructional options, components, and strategies. Chapters 5 and 6 examine instructional support and support services, respectively, focusing on the design and adaptation of services that meet LEP students' unique needs, the development of related institutional policies, and the provision of specialized training for faculty and staff. Assessment and evaluation is the topic of chapter 7, which addresses the challenges involved with conducting useful program evaluations, selecting standardized tests for LEP students, and ensuring that ability-to-benefit tests do not unfairly exclude them from financial aid opportunities. Following an examination of collaboration within the college and with external agencies in chapter 8, chapter 9 considers funding policy issues. Each chapter includes references. (MPH)

ED 350 053 JC 920 509

Accountability and Productivity: Report for the Illinois Community College System.
PUB DATE- Sep 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accountability; *Community Colleges; *Cost Effectiveness; Enrollment; Enrollment Trends; Financial Exigency; *Productivity; Profiles; Program Effectiveness; *Program Termination; Retrenchment; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Illinois Community College System

Within the Illinois Community College System (ICCS), each of the 50 member colleges reports to the Illinois Community College Board (ICCB) on their productivity improvements. This report summarizes the productivity reports of the ICCS colleges, examines the results of a series of analyses of productivity conducted by the ICCB from a statewide perspective, and reviews state-level accountability and productivity improvement initiatives. Following a brief introduction, the first section summarizes the results of the college productivity reports in the areas of instruction, public service, overall academic functions, and administrative functions. The second section presents the results of the state-level system analyses, reviewing 13 low-enrollment curricula, the ICCS cost-effectiveness study, and the ICCS peer group analysis. The third section describes state-level accountability and productivity initiatives, listing 14 proposed measures for implementation, and 9 proposed measures requiring further examination. This section also reviews the following initiatives: program approval process; accountability legislation; accountability conference; articulation; awards program; educational guarantees; teaching/learning excellence; centers of excellence in adult education; telecommunications, and the recognition process. A series of detailed tables provides college-by-college data on programs eliminated; redesign initiatives; public service productivity improvements;

programs. Section I underscores the importance of securing fair compensation and reasonable benefits for child care providers in church-housed and non-church-housed child care programs, and urges churches to act collectively as advocates for fair pay and working conditions. Section II presents data from the U.S. Census Bureau and from state and local studies on wages, benefits, and turnover in the child care field. Section III reports on a 1982 study conducted by the National Council of Churches of staff in church-housed child care programs. Selected findings indicate that 25% of the directors, 28% of the teachers, and 70%-87% of the aides were earning less than minimum wage; and that employee benefits were seldom available. Section IV looks at ways the church and the child care center can work together on salary issues, and recommends strategies that churches and their child care programs might use to interpret salary issues to the congregation. In section V, guidelines are presented for expanding benefits. This section covers budgeting, salary objectives, benefits that cost nothing, benefits that cost a little, benefits with substantial costs, required taxes and benefits, and the cafeteria plan for delivering benefits. Section VI looks at strategies that have proved successful for raising salaries. Finally, Section VII presents concluding comments. (AC)

ED 350 070 PS 020 501

Ochiltree, Gay; Edgar, Don
The Effects of Non-Maternal Care in the First Twelve Months of Life on Children in the First Year of School: Preliminary Findings from a Two Stage Study (The Australian Early Childhood Study).
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Day Care; Early Childhood Education; *Elementary School Students; Employed Parents; Family Characteristics; Family Environment; Foreign Countries; *Learning Problems; Mothers; Primary Education; *School Readiness
IDENTIFIERS- Australia (Adelaide); *Australia (Melbourne); Australia (Perth); Bowlby (John)

This paper, which presents preliminary analysis of data from stage one of the Australian Early Childhood study, examined the effects of nonmaternal care in the first year of life on children in their first year of school. The author tested the hypothesis, proposed by John Bowlby and others, that long periods of nonmaternal care in the first 12 months of life are a risk factor in the later development of psychological problems. A random sample of 8,471 mothers of first-year school children in Melbourne, Adelaide, and Perth responded to questionnaires that included questions about their socioeconomic and racial backgrounds and the type and amount of nonmaternal care provided to their children since birth. Mothers were also sent a checklist of skills and behaviors that was designed to gauge the readiness of their children for school. From these measures it was found that long hours of nonmaternal care in the first years of life were not the primary cause of social and emotional difficulties at the time of entry into school. Rather, the analysis suggests that these difficulties were related to broader family background factors and characteristics of mother and child, such as poverty, ethnicity and the mothers' satisfaction with their lives.

Prewriting; Primary Education; Questionnaires; *Tutorial
Programs; *Tutoring
IDENTIFIERS- *Emergent Literacy

This practicum report describes an intervention to improve the literacy skills of seven at-risk kindergarten children. Intervention objectives were that children will: (1) show an increase in letter recognition; (2) demonstrate book awareness skills; and (3) increase their use of prereading and prewriting strategies. The intervention involved the tutoring of the kindergarten children by fifth and sixth grade students. The tutors received training in which they were taught to put the kindergarten children at ease, encourage the children's reading and writing, keep the children on task, avoid using punishment, and provide verbal praise. The tutors met with the kindergarten children for 30 minutes twice a week over a 3-month period. Pre- and posttests were conducted to measure children's literacy skills. Tests included a checklist to measure letter recognition, and observations to measure children's interactions with books and their use of pre-reading and -writing strategies. Results indicated that all objectives were met. Two children for whom English was a second language especially benefitted from the intervention. A reference list of 44 items is provided. Appendices include the letter recognition checklist and guides for observation of children; materials to be used by tutors; and questionnaires to be completed by tutors, kindergarten children, and parents. (BC)

ED 350 089 PS 020 688

Ramey, Cynthia Anne
Sixth Grade Students' Opinions and Perceptions of Team Teaching: Addressing the Criticisms.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Class Organization; Comparative Analysis; *Elementary School Students; Grade 6; Intermediate Grades; Questionnaires; *Self Contained Classrooms; *Social Cognition; *Student Attitudes; Student Evaluation of Teacher Performance; Teacher Student Relationship; *Team Teaching
IDENTIFIERS- Virginia

This study examined whether 81 sixth grade students from various socioeconomic and racial backgrounds perceived any disadvantages in being taught by a team of teachers rather than by a single teacher in a self-contained classroom. Critics of team teaching assert that a self-contained classroom provides more stability, security, structure, and individualized instruction than does team teaching. Proponents of team teaching argue that the practice improves faculty morale and allows better integration of subjects than does teaching in a self-contained classroom. Students who were being taught by a team of teachers completed a survey measuring the amount of comfort they felt when being taught by a team rather than in a self-contained classroom. Students also wrote opinion papers explaining which teaching model they preferred and why. The results indicated that while some students experienced problems with team teaching, most preferred to be taught by a team rather than one teacher, for two overriding reasons: because it gave them more opportunity to interact with others and because it reduced boredom. It is recommended that schools consider student input when planning teaching practices. Three

Dupree, Nancy H.
The Present Role of Afghan Refugee Women and Children. Studies and Evaluation Papers No. 7.
PUB DATE- Jul 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Developing Nations; Employed Women; *Females; *Feminism; Foreign Countries; Health Personnel; Health Services; *Islamic Culture; Modernization; *Refugees; *Sex Discrimination; *Womens Education; Womens Studies
IDENTIFIERS- *Afghanistan; Pakistan; Third World; Women in Development

This paper examines the societal role of Afghan refugee women, and focuses on options for them. The war, and the ensuing migration to Pakistan of nearly 3.5 million refugees, the majority of whom were women and children, have led to the deterioration of religious tolerance and the rise of more conservative Islamic beliefs, which have placed additional restrictions on women in many areas. In the realm of health care, most of the small number of female professionals in the field have migrated to Western countries, and there are few opportunities to train replacements. The small number of educational opportunities for women that existed before the war have declined precipitously due to the fact that female education is often criticized by conservative religious leaders as a threat to the purity of the Islamic family. Although more refugee women have entered the work force out of economic necessity, they face continued discrimination for failing to fulfill the traditional roles expected of women. Some strategies for future action include: the creation by relief agencies of more realistic programs for helping women progress; more emphasis on the quality of a program rather than on the number of women assisted; and the inclusion of women, in suitable ways, in all relief projects. (MDM)

ED 350 109 PS 020 872

Family Support Programs and the Prevention of Alcohol and Other Drug Abuse (AOD).
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Alcohol Abuse; American Indians; Asian Americans; At Risk Persons; Children; *Community Programs; Cooperative Programs; *Demonstration Programs; *Drug Abuse; Early Intervention; Elementary Secondary Education; Family Health; Family Involvement; *Family Programs; Parent Education; Parent Participation; *Prevention; Program Descriptions; Urban Problems; Youth Programs
IDENTIFIERS- *Family Support; Native Americans

This overview examines underlying precepts and components of family support programs. The role of the family in a child's resistance to alcohol and other drug (AOD) abuse is discussed. Comprehensive prevention programs encompassing the family, by interviewing three senior volunteers; (2) celebrating Black History Month by inviting three Black senior citizens to tell students about their family histories; and (3) learning about pioneer days by involving senior volunteers in teaching students about whittling, candle dipping, genealogy, Indian history, Black history, quilting, and other traditional arts and crafts. Evaluation of the project indicated that 20 senior volunteers contributed more than 407 hours to the project. Over 600 students in grades 4-7 took part with 2,229 contact hours of teachers with students. Nine schools were involved, along with 3 principals, and 19 teachers. Recommendations for successful replication of this project include organizational guidelines such as creating an advisory board and conducting meetings with school administrators; suggestions for alternative subject-matter topics for intergenerational projects; and suggestions for financial resources. Appendices include documents such as program announcements and project evaluation forms. (LP)

ED 350 127 RC 018 798

Easton, Stanley E.; King, Franklin L.
The Status of Science and Social Studies Education in Selected Rural Schools of Northeast Alabama and Northwest Georgia.
PUB DATE- 14 Nov 91
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991). Tables contain small, faint print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; Educational Technology; Elementary Secondary Education; *Instructional Materials; Interviews; Professional Development; Rural Schools; *Science Education; *Social Studies; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Alabama (Northeast); *Georgia (Northwest)

The status of science and social studies education in rural schools seems marginal. This study collected information on the issue by an interview survey. Nine public schools that enrolled 6th, 7th, and 8th grade students in rural northeast Alabama and northwest Georgia were randomly selected for the study. The principal, librarian, a science teacher, and a social studies teacher at each school were interviewed. Most of the social studies and science teachers stated that the purpose of teaching their subject was to enable students to understand the world so they could act upon it. Traditional techniques, such as lecture, discussion, individual assignments, and tests or quizzes were the most frequently used. Techniques that were seldom or never used before included programmed instruction, computer-assisted instruction, simulations, role plays, debates, panels, field trips, and guest speakers. The videocassette recorder was the most frequently used piece of instructional media equipment. Teachers, especially science teachers, were dissatisfied with the physical resources available for instructional support. Surveyed teachers mainly relied on local resources for professional development. Improving rural education may involve more appropriate curricula that take advantage of resources found in local communities. This report contains tables illustrating the use of classroom techniques by science and social studies teachers. (LP)

Science Education; *Self Efficacy; *Sex Differences

The selection of elective science courses during high school is believed to act as a filter to future participation in science. This study investigated the research hypothesis that science self-efficacy and gender may be related to ninth grade student intentions to take elective science courses during high school. In this study, the Test of Science Self-Efficacy was developed and administered to ninth grade students in eight Texas high schools. The instrument was designed to assess science self-efficacy for technical skills, tasks, problems and science-related coursework. Students (n=817) were asked to complete this test and a more general academic Student Self-Efficacy Scale. The data were analyzed using correlational procedures. Science self-efficacy was found to be only slightly related to general student self-efficacy, providing support for the proposed domain-specific nature of efficacy beliefs in scientific fields. A small, but statistically significant difference was found between males and females in science self-efficacy, with males scoring higher. Statistically significant gender differences in intentionality were also found, indicating that males intended to take more science classes than females. It is concluded that science self-efficacy may differ from general academic self-efficacy. Males have a slightly higher level of science self-efficacy and intend to take more science classes. (Contains 36 references.) (PR)

ED 350 145   SE 052 623

Wilson, Terry; Martin, Joan
Centers for Environmental Education: Guidelines for Success.
SPONS. AGENCY- Tennessee Valley Authority, Knoxville.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; *Education Service Centers; Elementary Secondary Education; *Environmental Education; Guidelines; Higher Education; Information Centers; Information Dissemination; Information Management; Information Networks; Institutional Cooperation; Network Analysis; *Networks; Nonformal Education; Preservice Teacher Education; Private Sector; *Program Development; Program Evaluation; Public Agencies; Questionnaires; Regional Cooperation; Research; Research and Development Centers; Residential Programs; Resource Centers; Schools; Surveys; Teacher Centers; Teacher Education; Teacher Education Programs; Universities
IDENTIFIERS- *Environmental Education Centers; Murray State University KY; Tennessee Valley Authority; Western Kentucky University; West Kentucky Environmental Educ Consort

This report presents a model of collaborative effort that established a network of 15 university-based and 2 non-university based Centers for Environmental Education (CEE) in the Tennessee River watershed region. The report begins by establishing definitions for a Center for Environmental Education and a network system, both of which are components of the model. Next, the history of this Tennessee Valley Authority (TVA)-sponsored network is provided. This is followed by seven guidelines for new environmental education center development or evaluation of established center programs: (1) the host constructivist approach to mathematics education. Appendices include lists of the conference participants and the ERIC document numbers for previous proceedings, and the paper "Our Theories, Ourselves" by Linda Brandau. (MDH)

ED 350 162 SE 053 203

Edgerton, Richard T.
A Description of the Assessment Practices of Teachers Who Have Begun to Implement the Instructional Practices Suggested in the NCTM Standards Documents.
PUB DATE- 23 Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Constructivism (Learning); Diagnostic Teaching; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Instructional Improvement; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Qualitative Research; Student Evaluation; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; *NCTM Professional Teaching Standards

The National Council of Teachers of Mathematics (NCTM) recently published two documents, "Curriculum and Evaluation Standards for School Mathematics" (1989) and "Professional Standards for Teaching Mathematics" (1991), (the "Standards Documents"), that recommend departure from conventional forms of instruction and assessment. This paper presents four case studies of teachers who were known to have begun implementation of the instructional practices suggested by the NCTM "Standards Documents" in order to profile their instructional and assessment practices. The teachers were nominated by local-area school district mathematics coordinators and the state mathematics supervisor. Interviews, observations, and collections of teacher-used materials provided information about the two types of practices. Analysis of the data produced several findings. All the teachers recalled some event in their professional past that was instrumental in changing their instructional and assessment practices. Instructional practices among the four teachers was diverse. Three teachers utilized a lecture/expository approach as the primary mode of instruction, while at the same time applying portions of the "Standards Documents." Each teacher had an instructional focus. One frequently used manipulatives, one used a curriculum that emphasized computer-assisted student explorations, one assigned projects by which students gained understanding, and one used a constructivist-learning approach. Teachers assessment practices were consistent with their teaching practices, and were used for grading purposes in three out of four cases. Each teacher articulated a desire to change their assessment practices, but felt constrained by time, lack of collegial contact, and curricular demands. (MDH)

ED 350 163 SE 053 210

Blank, Rolf K.; Dalkilic, Melanie
State Policies on Science and Mathematics Education 1992.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92

can you solve problems of fair ways to make things right?--Corrective justice). Unit 4 asks, "Como resolver problemas sobre lo que es justo hacer para saber algo que ha pasado y para tomar decisiones?" (How can you solve problems of fair ways to find out things and make decisions?--Procedural justice.) Each lesson in the teacher's guide features an overview, objectives, student materials, and learning procedures. This document is the English-Spanish Bilingual Edition of the curriculum, which has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. (DB)

ED 350 181 SO 021 454

Responsabilidad = Responsibility. Level II. Student Book and Teacher's Edition.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 89
NOTE- 196p.; A product of the Law in a Free Society project. For related documents, see SO 021 450 and SO 021 452.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Citizenship Education; *Civics; Curriculum Guides; Democratic Values; Educational Objectives; Ethical Instruction; *Grade 2; *Grade 3; Instructional Materials; Learning Activities; Primary Education; *Responsibility; *Spanish Speaking; Student Educational Objectives

This curriculum presents an overview of responsibility as a concept intrinsic to the functioning of a democratic society. The curriculum has been developed to provide students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility effectively and wisely. The curriculum is organized around topical questions that provide a systematic approach to the analysis and evaluation of responsibility and its social, political, and legal aspects. This edition of the curriuclum, for students in grades 2 and 3, contains four units, each of which concerns a topical question. Unit 1 asks: "Que es la responsabilidad?" (What is responsibility?) Unit 2 asks: "Cuales seran los beneficios y los costos de complir con la responsabilidad?" (What might be some benefits and costs of fulfilling responsibilities?) Unit 3 asks: "Como decidir que responsabilidades complir?" (How should one choose among competing responsibilities?). Unit 4 asks: "Quien es responsable?" (Who should be considered responsible?). Each lesson in the teacher's guide features an overview, objectives, student materials, and learning procedures. This document is the English-Spanish Bilingual Edition of the curriculum, which has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. (DB)

ED 350 182 SO 021 713

congressional records, legal materials, and documents shedding light on the workings of agencies. The majority of the titles cited are in Spanish. The guide was compiled at the University of California at Los Angeles (UCLA) and reflects that institution's holdings of Mexican official documents. An introductory essay is also included. (DB)

ED 350 206 SO 022 330

Poindexter, Betty; Korra, Herb
Practicing Democracy through Equity Education: Social Studies Curriculum Grades K-12, 1991-1997.
PUB DATE- 91
NOTE- 1,437p.
LANGUAGE- English
EDRS Price- EDRS Price - MF11/PC58 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Curriculum Guides; Democratic Values; Educational Objectives; Elementary Secondary Education; *Equal Education; Multicultural Education; *Social Studies; *Student Educational Objectives; Teaching Methods

This social studies curriculum guide for grades K-12 contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study--skills chart--time frame. Most of the guide is devoted to the last two sections. Strategies for classroom use are outlined and discussed under the following categories: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the K-12 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time. A course of study time frame is included that describes, in sequence for each social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

ED 350 207 SO 022 334

Kayabasi, Manolya
Does the City College New World Civilization Course Reduce Provincialism?
PUB DATE- May 88
NOTE- 27p.; Requirement for the M.A. degree, City College of the City University of New York. Paper presented at the Annual Meeting of the Northeastern Educational Research Association (1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Course Evaluation; Cultural Awareness; *Cultural Education; *Cultural Pluralism; Global Approach; Higher Education; Multicultural Education; *Student Attitudes; *Undergraduate Study
IDENTIFIERS- *City University of New York

The global education movement suggests that exposing students to

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Educational Policy; *Educational Research; Foreign Countries; Global Approach; Higher Education; International Education; International Educational Exchange; *Surveys
IDENTIFIERS- UNESCO

This report presents the findings of a study in which the member nations of UNESCO were surveyed concerning their education research policies. Specifically, the survey focuses on how research priorities are decided upon, how research is organized, how the results of research are disseminated, and what strategies are employed to make use of research results. Organized into three parts, part 1 summarizes the main findings of the survey. Part 2 presents regional syntheses of the survey findings. Five syntheses are included: Educational research policies in Africa (E. Ayotunde Yoloye); Educational research policies in Asia and the Pacific (R. P. Singh); Educational policies in the Europe Region (Edmund King); Educational research and decision-making in Latin America and the Caribbean (Gonzalo Gutierrez); and Educational research policies and decision-making in the Arab States (Salman Abu-Ali). Part 3 presents the main recommendations of recent regional and international meetings of UNESCO member states that have concerned educational research. A 24-item bibliography and appendices that include the questionnaire sent to UNESCO member states also are included. (DB)

ED 350 229 SO 022 467

Parker, Franklin
Comparative and International Education (Borrowings and Adaptations): USA, Japan, Britain.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Comparative Education; Educational Change; *Educational History; Elementary Secondary Education; Futures (of Society); Higher Education; *International Education; *International Educational Exchange
IDENTIFIERS- *Great Britain; *Japan

As the United States seeks to reform its schools, it is well-advised to look to the practices of other nations. In fact, as this paper shows, the United States historically has made a habit of borrowing educational ideas from other countries and adapting them to its own uses. This paper briefly surveys some of the educational ideas the United States has borrowed and adapted, and why U.S. ideas on education have had only a limited impact in Japan. (DB)

ED 350 230 SO 022 488

A Cross-Cultural Comparison of the American and Japanese Educational Systems.
PUB DATE- Mar 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies;

DESCRIPTORS- *Art Education; Arts Centers; Curriculum Development; *Educational Resources; Elementary Secondary Education; Instructional Materials; *Multicultural Education; Resource Centers; *Teaching Methods

Teaching art from a multicultural point of view can enhance art curricula by celebrating diversity and promoting social equity for all students. This bulletin is written in two parts. In part 1, ideas are presented to help art teachers use resources that reflect a multicultural point of view. In part 2, a bibliography of instructional resources is annotated to help teachers make selections and extend their curricula with multicultural concepts. (Author)

ED 350 251 SP 033 874

Hange, Jane E.
Fostering Change through College-School Collaborative Minigrants.
PUB DATE- 27 Feb 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *College School Cooperation; *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Incentive Grants; Inservice Teacher Education; Nontraditional Education; Preservice Teacher Education; Program Evaluation; Teacher Improvement
IDENTIFIERS- Appalachia Educational Laboratory WV; Kentucky; *Minigrants; *Partnerships in Education; Tennessee; Virginia; West Virginia

In 1986, the Appalachia Educational Laboratory (AEL) established a minigrant program to foster collaboration between K-12 schools and colleges of education. Between 1986 and 1991, AEL minigrants offered seed money for 63 college-school partnership projects in Tennessee, Kentucky, Virginia, and West Virginia. Prior to 1991, college-school collaboration was not a requirement, but over half of the 1986-1990 grants awarded involved such collaboration. A 1991 study examined project effectiveness in creating collaboratives for the improvement of schools and preservice/inservice teacher education. Surveys were mailed to investigators of 30 projects which used college-school collaboration. The survey employed demographic items, Likert-scale items, and open-ended response items to query respondent perceptions of project effectiveness and outcomes. A comparison of 1986-1990 responses and 1991 responses found few differences between the principal investigator or school partner perceptions of project outcomes and effectiveness. The most important outcomes were found in the areas of K-12 students, teacher development or school improvement, collaboration, college-university improvement, and contributions to literature or personal research. Recommendations are offered for school partners, college-university partners, and organizations funding projects. (SM)

ED 350 252 SP 033 875

Moore, William P.; Esselman, Mary E.
Teacher Efficacy, Empowerment, and a Focused Instructional Climate: Does Student Achievement Benefit?
PUB DATE- 92
NOTE- 60p.; Paper presented at the Annual Conference of the

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Classroom Research; Educational Practices; Educational Researchers; Elementary Secondary Education; Faculty Development; Foreign Countries; Learning Experience; *Research Design; *Research Methodology; *Teacher Participation; Theory Practice Relationship
IDENTIFIERS- Collaborative Research; Ontario; *Reflection Process; Research in Progress; *Teacher Researchers

Teachers engaged in action research are involved in a process that focuses on how they and their students construct and reconstruct learning experiences, thereby extending professionalism and creating additional learning opportunities for students. This paper describes the evolution of an action research project involving an elementary school teacher in collaboration with a school district researcher over a period of about 5 years. Critical incidents are documented and samples of action research activities are used to illustrate progress. Also documented is the impact of the research on classroom practice, lessons learned, and a personal statement about growth and development of the researchers. The role of both participants in this process is described using a group development framework. Five key stages are presented: initiation, dependence, rebellion, cohesion, and interdependence. The paper concludes with a summary chart presenting the many stages of action research, a series of reflective statements, and 67 selected references dealing with teacher effectiveness, teacher-as-researcher, and collaborative action research. (LL)

ED 350 271 SP 034 049

King, Sabrina Hope
Why Did We Choose Teaching Careers and What Will Enable Us To Stay? Recruitment and Retention Insights from One Cohort of the African-American Teaching Pool.
PUB DATE- Apr 92
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Black Teachers; Elementary Secondary Education; Higher Education; *Minority Group Teachers; Teacher Attitudes; Teacher Characteristics; Teacher Education Programs; *Teacher Persistence; *Teacher Recruitment; *Teaching (Occupation); *Teaching Experience
IDENTIFIERS- African Americans

This paper examines factors which may impact on recruitment and retention of members of the African-American teaching pool. Data were gathered through questionnaires and interviews administered to prospective and beginning teachers (N=41) to determine background characteristics, reasons for entering the teaching profession, experiences in teacher education programs, actual experiences in student teaching and teaching, and how long they intended to stay in the profession. Results suggest that: (1) recruitment strategies should include reasons for pursuing a teaching career, such as the desire to be a role model, the poor conditions affecting minority communities, and an overall commitment to making a difference in the lives of young people; and (2) efforts should be targeted at the grade used by secondary school science and mathematics student teachers (N=14) in developing instructional representations of subject matter. All participants' preservice teacher education included classes in which teaching resource ideas were collected. Data were gathered through a questionnaire regarding sources of instructional representations. Data analysis suggests that: student teachers rely heavily on themselves for planning of instruction; curriculum material is seldom used as designed; teacher preparation course content or materials are not used; and the cooperating teacher and university personnel are considered important sources of materials and suggestions. Implications are that teacher education programs need to place more emphasis on how to effectively modify existing materials and create original products. (LL)

ED 350 290 SP 034 097

Zamparelli, Debra
Teacher Assistance Program: A Developmental Induction Program for Beginning Teachers.
PUB DATE- 92
NOTE- 89p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Classroom Techniques; Cooperating Teachers; Elementary Education; *Faculty Development; *Helping Relationship; Inservice Teacher Education; Learning Strategies; *Program Implementation; Self Esteem; *Supervisory Methods; Teaching Experience; Well Being
IDENTIFIERS- Supported Self Study; *Supportive Supervision

This practicum was designed to facilitate the professional growth and personal well-being of beginning teachers during the induction year. The program provided novice teachers with opportunities for regular contact with an experienced teacher, encouraged demonstration of positive self-perceptions as professionals, and assisted in the development of effective teaching strategies. A clinical support teacher provided resource materials monthly, contacted the novice at regular intervals, provided demonstration lessons and information on alternative instructional strategies or management techniques, observed and conferenced, and shared information on opportunities for professional development or relevant literature. Surveys were administered upon completion of the program. The novice teachers involved expressed positive perceptions about their competence and profession, indicated an intention to remain in the teaching profession, and demonstrated effective teaching strategies along with an increased strategies repetoire. Data further indicated that novice teachers found the program very helpful and recommended its continuation. Copies of a teacher self-evaluation survey and an assessment instrument are appended. (LL)

ED 350 291 SP 034 101

Enz, Billie J.; Cook, Susan J.
Student Teachers' and Cooperating Teachers' Perspectives of Mentoring Functions: Harmony or Dissonance?
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

ED 350 309 TM 019 003

Marsh, Herbert W.
Self-Esteem Stability and Responses to the Stability of Self Scale.
PUB DATE- 24 Jul 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Testing; Correlation; Foreign Countries; Grade 10; Grade 11; Grade 12; High School Graduates; High Schools; *High School Students; *Inferences; *Longitudinal Studies; Males; National Surveys; Rating Scales; Self Concept Measures; *Self Esteem; *Test Reliability
IDENTIFIERS- *Stability of Self Scale; Youth in Transition Project

The Stability of Self Scale has been used to infer the stability of self-concept from responses collected on a single occasion. Using the large, nationally representative Youth in Transition data for 10th grade boys in public high schools in 1966, Stability of Self responses were related to the variability in self-esteem responses collected in 4 consecutive years. Data were from 2,213 10th graders, 1,886 11th graders, 1,799 12th graders, and 1,505 high school graduates. Within-subject variability of self-esteem responses was unrelated to Stability of Self responses, and the correlations among esteem ratings were very similar for students having high, medium, and low Stability of Self responses. Consistent with other research considering short-term stability of esteem, this investigation indicates that stability of esteem cannot be accurately inferred from Stability of Self responses collected on a single occasion. Four tables present study data. Two figures illustrate the study, and an appendix shows the wording of items on the Stability of Self Scale and the Self-Esteem Scale. Thirty references are included. (Author/SLD)

ED 350 310 TM 019 005

Marsh, Herbert W.; Bailey, Michael
Multidimensional Students' Evaluations of Teaching Effectiveness: A Profile Analysis.
PUB DATE- 24 Jul 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Feedback; Foreign Countries; Formative Evaluation; Generalization; Graduate Study; Higher Education; *Professors; *Profiles; Rating Scales; Scores; *Student Evaluation of Teacher Performance; Summative Evaluation; Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Students Evaluations of Educational Quality

The Students' Evaluations of Educational Quality (SEEQ) instrument measures distinct dimensions of teaching effectiveness. Previous research has shown that ratings of a given instructor tend to generalize over different course offerings, but research has not examined whether each instructor had a generalizable, distinguishable profile of scale scores (e.g., high on enthusiasm but low on organization). This study considered 3,079 sets of class-average responses for 123 instructors collected over a 13-year period. The profile of 9 SEEQ scales (learning/value,

Knight, William E.
An Examination of Freshmen to Senior General Education Gains across a National Sample of Institutions with Different General Education Requirements Using a Mixed-Effect Structural Equation Model. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Achievement; *College Outcomes Assessment; Comparative Analysis; Curriculum; *General Education; Higher Education; Institutional Research; Interaction; Models; *Required Courses; Research Methodology; *Structural Equation Models; *Student Development; Undergraduate Study
IDENTIFIERS- *AIR Forum

This study investigated differences in freshmen to senior student general education gains across institutions of higher education, with varying patterns of general education requirements using a mixed-effect structural equation model. The subjects were 6,409 students at 34 colleges and universities nationwide. Study procedures used American College Testing Assessment composite scores as the observed measures with the Pre-College Ability latent variable, and groups were based on data from students attending institutions with different general education requirements. Findings indicated that students attending institutions where less than 40 percent of undergraduate curricular requirements were devoted to general education and where there was not equal distribution of general education courses within the requirement were found to have significantly higher general education gains than did students who attended institutions where 40 percent or more of the undergraduate curriculum was devoted to general education and there was equal distribution of courses within the general education requirement. The study also demonstrated the usefulness of the structural equation modeling for representing the interactions between student characteristics and general education program effects. Included are 1 figure, 7 tables, and 23 references. (JB)

ED 349 867 HE 025 784

Casey, Martha L.; Beck, Bruce D.
Development of a Teaching Load Policy. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Budgeting; *College Administration; College Faculty; Departments; Educational Planning; *Faculty Workload; Higher Education; Intellectual Disciplines; Minority Groups; *Models; *Policy Formation; Resource Allocation; School Policy; Sex Differences; State

10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; College Faculty; *College Governing Councils; Degrees (Academic); *Educational Finance; *Federal Aid; Federal Programs; Financial Support; Foreign Countries; Governance; Government Role; Higher Education; School Funds; *Student Financial Aid
IDENTIFIERS- *AIR Forum; *Australia

This paper examines the structure and governance of higher education in Australia, including the federal and state roles, the functions of formal governing bodies, and finance. The paper also examines the organization of studies (bachelors through doctorate), the school admission process, the student financial aid scheme known as AUSTUDY, and the appointment process for faculty. It is revealed that Australian schools are provided most of their funds for teaching and research through the federal government. The Unified National System (UNS) accepts as members those institutions the federal government intends to support financially. UNS institutions decreased from 43 in 1991 to 35 in 1992 following amalgamations. Institutions receive appropximately 75% of their operating funding from federal government sources, and can compete for other funds from the federal government for research projects or special purposes. The Higher Education Contribution Scheme (HECS) has been developed as the mechanism through which Australian students contribute to the costs of their higher education. Statistical data are provided on: sources of funding; students by HECS status; students by level of course; and staff by contract type, function, and gender. (GLR)

ED 349 885 HE 025 802

Ronco, Sharron
Enhancing Academic Success: A Bilingual Freshman Year. AIR 1992 Annual Forum Paper.
PUB DATE- 13 May 92
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Bilingual Education; Bilingual Students; College Freshmen; College Preparation; College Programs; *Compensatory Education; *English (Second Language); Foreign Students; Higher Education; Hispanic Americans; Limited English Speaking; Outcomes of Education; Program Effectiveness; Program Evaluation; Second Language Learning; Spanish Speaking; Student Improvement; Transitional Programs; Undergraduate Study
IDENTIFIERS- *AIR Forum; Mexico; *University of Texas El Paso

This paper provides an assessment of the Inter-American Science and Humanities Program, a program of the University of Texas, El Paso, which allowed students from northern Mexico to take their freshman level courses in Spanish while receiving instruction designed to rapidly enhance English language skills. The paper assesses the effectiveness of this effort in successfully preparing 886 participants who entered the program between fall 1984 and spring 1991 to move into the regular university curriculum, complete their academic programs, and encountered no cases of misconduct though 38 percent were dealing with a wide range of allegations of misconduct. The actual incidence and prevalence of misconduct was unclear. Officials did not appear to have a standard internal reporting system to assess the extent of misconduct. A variety of structures existed on campus to deal with misconduct allegations, and the amount of an institution's external support appeared to be related to the degree of sophistication of its policy and procedures for dealing with misconduct. (Contains 14 references.) (JB)

ED 349 904 HE 025 827

TEMPUS: Trans-European Mobility Scheme for University Studies. Annual Report 7 May 1990/31 July 1991.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Faculty Mobility; Foreign Countries; Government School Relationship; Higher Education; *International Educational Exchange; Program Descriptions; Student Mobility; Training
IDENTIFIERS- *Europe; Europe (Central); Europe (East); *European Community; TEMPUS

This document describes and reports on a program of the European Community designed to assist higher education in the Eastern and Central European states called the Trans-European Mobility Scheme for University Studies (TEMPUS). Section I describes the context and origins of the program, which was designed originally in response to the training needs of Hungary and Poland and later extended to Czechoslovakia, Bulgaria, Yugoslavia, and the German Democratic Republic. The program's objectives are listed including facilitation of coordination of provisions of assistance, contributions to the improvement of training, increases in opportunities for teaching and learning in the eligible countries, student placements in universities or industry, student foreign study, and increased staff mobility and exchange. Section II describes the program in detail including structures and budget. Section III details management procedures covering offices, evaluation and monitoring, and coordination with other programs. Section IV treats selection procedures. Section V reports on progress thus far, noting projects awarded support, participation, budget status, distribution of support, member coverage, subject area coverage, student and staff mobility, youth exchange, and contracts. A final section offers future perspectives. Appendixes contain statistical tables and a list of TEMPUS publications. (JB)

ED 349 905 HE 025 828

Talley, Louis Alan; Lyke, Bob
Tax Allowance for Interest Payments on Educational Loans: Data and Discussion of Issues.
PUB DATE- 27 Mar 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Finance; Federal Legislation; Higher Education; *Interest (Finance); Loan Repayment; Public Policy;

Private Colleges; Private Schools; Public Colleges; School Funds
IDENTIFIERS- Alumni Relations; *Gifts

A study was done of how educational institutions seek major gifts in their fund raising strategies. The study surveyed 57 institutions in 4 major categories: private colleges (24), private universities (6), public universities (12), and private elementary/secondary schools (15). The study sought to discover whether significant changes had taken place since the last similar survey done in 1983. Findings indicated the following: (1) "major" is still the term of choice for larger gifts but the minimum level required for this category has risen to $25,000 for the largest number of institutions (21); (2) as in 1983, institutions receive gifts in several forms with the bulk of major gifts coming in cash or convertible securities; (3) of three categories of givers, individuals, foundations, and corporations, individuals give more than any other single category and of the individual donors, alumni give the greatest percentage; (4) public universities receive 28 percent of their major gifts from corporations and 20 percent from foundations; (5) foundations give more to the private universities than to other institutions; and (6) board members are important as a major source of gifts to independent elementary/secondary schools and private colleges. An appendix contains samples of the cover letter and major gifts survey. (JB)

ED 349 925 HE 025 855

A Report on Student Financial Aid at Degree-Granting Postsecondary Institutions in New York State 1988-89 to 1990-91.
PUB DATE- Jul 92
NOTE- 147p.; For earlier report, see ED 337 096.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; Educational Finance; Enrollment Trends; Federal Programs; Grants; *Higher Education; Postsecondary Education; Private Colleges; Proprietary Schools; Scholarships; State Programs; State Universities; Student Costs; *Student Financial Aid; Student Loan Programs; *Trend Analysis; Urban Universities
IDENTIFIERS- City University of New York; *New York; State University of New York

This publication reports data on financial aid available to students at New York's degree-granting postsecondary institutions. As an opening overview details, the tables are based on data provided by postsecondary institutions by the Higher Education Services Corporation and units of the State Education Department responsible for administering financial aid programs. The report shows trends in financial aid from state, federal, institutional, and private sources for academic years 1988-89, 1989-90, and 1990-91. The first section of the report provides an overview of all student aid funds including trends in funds available to all students; trends in aid per student; and comparison of aid trends to changes in undergraduate expenses, other economic indicators, and enrollment trends. The next sections contain detailed tables showing funds and recipients for specific aid programs, with separate tables for pre- and post-baccalaureate students in each sector for the State University of New York, the City University of New York, independent institutions, and degree-granting proprietary institutions respectively. The appendices contain a glossary of terms, a description of student aid data sources and data adjustments, and a list of institutions

This paper considers some practical concepts and ideas related to standardized test score improvement in general and specifically to the World Institute for Computer-Assisted Teaching (WICAT) Integrated Learning System (ILS) use. Previous research cited in this paper shows that, while teachers are the most important variable in ILS utilization, there are several increasing levels of teacher use of ILS labs, ranging from non-participatory, novice, practitioner, integrator, to extender. Another important issue in test improvement involves the potential match between the objectives/content of the test and the objectives/content of the material covered in class during the instructional year. This paper describes in detail both the stages of teacher use of ILS and the coverage of test material. The ILS prescription test, an approach that has not yet been tested for instructional effectiveness, is also described. It is concluded that ILSs can be powerful tools for teachers. (ALF)

ED 349 944   IR 015 675

Shapiro, Wendy L.; And Others
Metamorph: Computer Support for Qualitative Research.
PUB DATE- 23 Apr 92
NOTE- 18p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- for instructional effectiveness, is also described. It i
Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Computer Software Evaluation; *Computer System Design; *Data Analysis; Hypermedia; Microcomputers; *Qualitative Research; *Research Tools; Social Science Research
IDENTIFIERS- Cooperative Alliance for Gifted Education OH; *Metamorph (Computer Program)

This paper examines the evolution of computer software programs designed to support the qualitative research process; the differences between existing qualitative software and Metamorph(TM); and the use of Metamorph(TM) for qualitative research. The paper begins by presenting an overview of computer use in qualitative research, which includes a list of major analysis tasks employed by qualitative researchers and information on artificial intelligence and hypertext programs; issues of concern to qualitative researchers; the impact of microcomputers on social science research; and the adaptation and design of qualitative research tools. The section on Metamorph(TM) describes the program; its utilization in the research process; and studies using the program, including the Cooperative Alliance for Gifted Education (CAGE), a partnership grant currently in progress at Kent State University (Ohio). The names and addresses of four computer discussion groups are included. (Contains 14 references.) (ALF)

ED 349 945   IR 015 676

Stoloff, David L.
Peace Education and Educational Technology.
PUB DATE- 21 Apr 92
NOTE- 39p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

in-depth information on these services are listed. (Contains 10 figures.) (BBM)

ED 349 963 IR 015 702

Wilson, Kathleen S.
Two Multimedia Design Research Projects: Palenque and The Museum Visitor's Project. Technical Report No. 23.
PUB DATE- Jun 92
NOTE- 9p.; This paper was originally published in the Proceedings of the Society for Applied Learning Technologies (SALT) Conference (Washington, DC, August 1991). For a related paper, see IR 015 695.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Adult Education; Art Appreciation; Computer Assisted Instruction; Computer Software Development; Discovery Learning; Elementary Secondary Education; History; *Instructional Design; *Interactive Video; Material Development; *Multimedia Instruction; Museums; Research and Development

This paper briefly describes two interactive multimedia research and development projects, the Palenque Project (1985-1991) at Bank Street College, and the Museum Education Consortium's Interactive Video Project (1988-1991) at the Museum of Modern Art in New York City. It is noted that the designs of both prototypes share experimentation with a pedagogical bias toward discovery-based learning, feature exploratory experiences in multidimensional environments, and contain a variety of similar user interface characteristics which promote information access and manipulation. Each of the projects is described separately. Palenque is a digital video interactive (DVI) project based on a self-directed exploration of an ancient Maya site and on the perusal of a multimedia database called the Palenque Museum, which was originally designed to provide a discovery-based experience for 8- to 14-year-old children and their families at home. The Museum Consortium's project is an interactive multimedia prototype that was developed as a discovery-based learning experience for testing with adult museum visitors who have a limited knowledge of art history or art. Design features common to the two projects are then discussed, and a brief summary of the design issues that need to be addressed in their development concludes the paper. (ALF)

ED 349 964 IR 015 703

Katz, Sandra; Lesgold, Alan
Use of Fuzzy Modeling Techniques in a Coached Practice Environment for Electronics Troubleshooting.
PUB DATE- May 92
NOTE- 27p.; Paper presented at the Annual Conference of the National Council on Educational Measurement (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Computer Simulation; Electronics; Knowledge Level; *Models; Problem Solving; *Programed Tutoring; Technical Education; *Troubleshooting
IDENTIFIERS- Coached Practice; *Fuzzy Set Theory; *Intelligent

Microcomputers; Modems; Periodicals; Private Schools; Program Evaluation; Public Schools; *School Libraries; Video Equipment
IDENTIFIERS- *Maryland

This collection of statistical data on school library media programs in the state of Maryland is designed to assist local educational agencies in examining their library media collections and staff according to state standards for school library media programs. Information on library media centers in nonpublic schools and institutions is also provided. Holdings secured with federal funds and on loan to the nonpublic schools appear on the nonpublic school pages. Collection and equipment statistics are provided by individual public and nonpublic schools. Equipment for which data are presented includes microcomputers, printers, modems, CD-ROMs, photographic/video equipment, microforms, projectors, and audio equipment. Summary statements list, by county and by public and nonpublic schools, the number of books, periodicals, and nonprint materials purchased with nonfederal funds and those purchased with ECIA Chapter II funds. The per pupil number, total number, and percentage of items in the print and nonprint collection for meeting state criteria are given for public schools. The number of professional and support personnel is listed for system level public school library media centers in 1988-89. Information about institutional libraries is presented in the areas of media collections; number and percentage of items by institution for meeting state criteria for collections; and the number of institutional schools meeting state criteria for staffing of school library media centers. (KRN)

ED 349 984 IR 054 162

Rothlisberg, Allen P.
Upward and Onward: An Original Approach to the Continuance of Inter-Library Loans in Rural, Northeastern Arizona after the Close of the Arizona Inter-Library Loan Center.
PUB DATE- 1 Jul 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Community Colleges; *Consortia; *Interlibrary Loans; *Library Cooperation; Library Education; Library Networks; *Library Planning; Marketing; Program Implementation; *Rural Areas; Two Year Colleges
IDENTIFIERS- Arizona; Northland Pioneer College AZ

Rural Arizona libraries received a severe blow when the Arizona Inter-Library Loan Center closed because of lack of funds. No northeastern Arizona libraries have been invited to join a new Arizona database, which is a spin-off of OCLC, and none of these rural libraries are in OCLC. The libraries will also have to pay long distance and user fees to access the system. In response, the Navajo County Library Consortium, which represents 77 libraries in one of the two counties in northeastern Arizona, is developing strategies for filling the gap created by the loss of interlibrary loan services. A system to interconnect the libraries and their catalogs is being investigated, and the libraries are pooling their periodical resources. Apache County, the other county in northeast Arizona, has been invited to join this network. The strong, area-wide library community, which has been created by Northland Pioneer College's library/media technology program, will continue to seek solutions. Recognizing that the development of marketing and advocacy programs that involve

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Computer Networks; Computer Software Development; *Computer System Design; Developing Nations; Electronic Mail; Electronic Publishing; Facsimile Transmission; Foreign Countries; Full Text Databases; *Gateway Systems; Higher Education; *Information Technology; *Intellectual Property; Interlibrary Loans; *Library Automation; Online Catalogs; Optical Data Disks; Optical Scanners; Periodicals; Research and Development
IDENTIFIERS- Distributed Computing; *Document Delivery Systems; Virtual Library; Workstations

The development of information technologies such as public access catalogs and online databases has greatly enhanced access to information. The lack of automation in the area of document delivery, however, has created a large disparity between the speed with which citations are found and the provision of primary documents. This imbalance can potentially be overcome through electronic document delivery, the use of electronic documents, and the media needed to transmit them. The purpose of this study is to provide librarians with a basic resource for technologies and standards that have potential for use in electronic document delivery and to provide examples of how they may be used to perform that task. The study includes: (1) an examination of current document delivery systems and the problems that reduce speed and efficiency; (2) an overview of state-of-the-art and emerging technologies, including electronic document conversion and generation, optical storage, data communication, workstation, and printing technologies; (3) examples of how technologies described in the previous section can be integrated; (4) examples of projects that attempt to automate previously non-automated stages of document delivery and to link them in a single system; and (5) a discussion of issues involved in electronic document delivery, including intellectual property rights, scholarly communication, the outlook for developing nations, and other concerns. (Contains 188 references.) (KRN)

ED 350 004 IR 054 187

Fairbanks, Gretchen K.
Grins and Giggles...at the Library. Louisiana Summer Reading Program: 1992 Manual.
PUB DATE- 91
NOTE- 603p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescent Literature; Audiovisual Aids; Check Lists; *Childrens Games; Childrens Libraries; *Childrens Literature; Display Aids; Elementary Secondary Education; Guidelines; *Handicrafts; Humor; Library Planning; Library Services; Program Development; Publicity; *Public Libraries; Reading Programs; Recreational Activities; Recreational Reading; *Story Reading; *Summer Programs
IDENTIFIERS- Clip Art

This guide provides planning, program suggestions, and photocopiable materials for use in Louisiana's 1992 summer

Malaysia, and China; the Centre for Entrepreneurship for the Northwest (CEN), a formalized education program established in conjunction with Lakehead University; the Polestar Program to provide special training to public assistance recipients; and the Small Business Counselor Program. Designed to provide an overview of the evolution of CC's expertise and to document the courses and programs developed at the school, this report includes eight sections under the following headings: (1) External Recognition, which lists the organizations that have formed partnerships with the NEC and the CEN as well as consulting recipients and conferences attended by CC personnel; (2) Quality, which provides quotes from prominent service recipients; (3) Resources; (4) Support of the College Mission Statement and Objectives; (5) Programs and Services, providing program names, dates and brief profiles, as well as 36 course descriptions; (6) Contributions to Applications of Knowledge, which reviews programs replicating the NEC model; (7) Marketability, which provides data on the numbers of firms that have paid for NEC services; and (8) Strategic Educational Partnerships, which lists NEC and CEN partnerships with business groups, government ministries and agencies, and foreign groups. (PAA)

ED 350 021 JC 920 452

Beers, C. David; Ott, Richard W.
The Child Development Training Consortium. A Status Report on the San Juan College AACJC-Kellogg Beacon College Project.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 31 Jul 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Child Care Occupations; Community Colleges; Community Development; *Consortia; Cultural Pluralism; *Curriculum Development; *High Risk Students; *Hispanic Americans; Intercollegiate Cooperation; Mexican Americans; Multicultural Education; Nontraditional Education; Preschool Education; School Community Relationship; State Universities; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Beacon College Projects; Native Americans; San Juan College NM

The Child Development Training Consortium, a Beacon College Project directed by San Juan College (SJC) is a collaborative effort of colleges and universities in New Mexico and Arizona. The consortium's major objective is to create child development training materials for community college faculty who teach "at-risk" Native American and Hispanic students enrolled in early childhood education programs. The program's conceptual framework is guided by aspects of self-directed learning, story telling, media communications, and quality management. Founded on the premise that Native American and Hispanic people make their own local preschools work, the program facilitates community efforts by providing training and technical assistance. Consortium members are engaged in the following activities: (1) the University of New Mexico (UNM), Los Alamos, is producing a photo essay showing their Nanny Program graduates at work; (2) Northland Pioneer College (Arizona) is producing a video of a Native American man who works as a Child Development Associate advisor in the Navajo Nation; (3) Santa what they consider to be appropriate interpretations of their data; and (5) Sharing Information with the Class, in which each group presents findings to the class after the instructor has consolidated all of the reports. Secondary benefits of the HIPPS approach include students' developing a sense of community, and instructors' receiving valuable assistance in conducting their research. Sample class handouts and assignments on retrieving and interpreting articles from professional journals, types of sampling, questionnaires, table construction, and measures of central tendency, are provided. (MAB)

ED 350 037 JC 920 489

Colleges Celebrations 92: Actes du Congres = College Celebrations 92: Proceedings of the Combined Conference of the Association des colleges communacutaires du Canada and the Association quebecoise de pedagogie collegiale (Montreal, Quebec, May 24-27, 1992).
PUB DATE- May 92
NOTE- 675p.
LANGUAGE- English; French
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; College Faculty; College Planning; *College Role; Community Colleges; *Education Work Relationship; *Faculty Development; Foreign Countries; Labor Force Development; *Learning; Program Descriptions; Teacher Student Relationship; *Teaching Methods; Two Year Colleges; *Two Year College Students

The papers presented at this meeting of the annual conference of the Quebec Association of Collegiate Pedagogy and the Association of Canadian Community Colleges covered the following topics: (1) Students and Teachers, including papers focusing on faculty and student characteristics and concerns; (2) Development of Human Resources, including papers on faculty, staff, and leadership development; (3) Classroom Interventions, including papers on a variety of issues related to teaching and learning; (4) Assistance in Learning, including papers on programs for high-risk students and student personnel services; (5) Cultural Values, including papers on issues related to serving particular clientele (such as women, displaced workers, and immigrants), and on the quality of campus life; (6) Education and the Needs of Society, including papers covering issues related to the general development of students, and papers on students' professional development; and (7) Structures, Systems, and New Approaches, including papers on planning, evaluation, organizational development, and human resources management. In addition to the full text or a summary of each conference paper (either in English or French), the proceedings offer a brief foreword, a review of topics, the chair's message, an alphabetical list of presenters, and a list of keynotes and sessions. (MAB)

ED 350 038 JC 920 490

Stolar, Steven M.; Cowles, James
Enhancing Minority Male Enrollment: Students as Mentors.
PUB DATE- 19 Sep 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

overall academic function productivity improvements; administrative productivity improvements; and programs offered, including low-enrollment programs. A brief report on the ICCB program approval process in appended. (PAA)

ED 350 054 JC 920 510

Telecommunications: A Paradigm for the Future of Illinois Higher Education.
PUB DATE- Jun 92
NOTE- 87p.; A report of the Illinois Community College Board Telecommunications Ad Hoc Task Force.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communications Satellites; *Community Colleges; *Cooperative Programs; Delivery Systems; Distance Education; *Educational Technology; *Educational Television; Guidelines; Information Networks; Models; Networks; *Program Implementation; *Statewide Planning; *Telecommunications; Teleconferencing; Telecourses; Two Year Colleges; Video Equipment
IDENTIFIERS- *Illinois; Telecommunications Ad Hoc Task Force IL

The Illinois Community College Board created the Telecommunications Ad Hoc Task Force (TAHTF) to examine the current status of telecommunications in the Illinois Community College System (ICCS), to determine the feasibility of establishing a statewide telecommunications network, and to recommend policies for the development and use of such a network. This report provides an overview of the TAHTF's activities, findings and recommendations. Introductory material includes a review of the telecommunications policies of the Illinois Board of Higher Education. Next, efforts of the TAHTF are summarized, including its surveys of other states' and Illinois's telecommunications systems. Following a description of current systems in operation in Illinois, issues associated with the need for a statewide network are discussed. Next, 18 areas that would benefit from a statewide network are outlined, including economic development, shared resources, community education, training for business and industry, staff development, student activities, data transmission, guidance and career planning, and the coordination of programs. The TAHTF's recommendations concerning technical standards, costs, funding, education and training, and administration/coordination are then explored. Following a 5-year phased implementation plan, beginning with Fiscal Year 1993, a brief summary of the state's telecommunications needs is offered. Appendixes provide a list of TAHTF members, questionnaires and findings from the national and state surveys, TAHTF's technical networking standards, State University Telecommunications Administrators compressed video equipment standards; estimated costs; and discipline area teaching examples. (MAB)

ED 350 055 JC 920 511

A Road to Ruin. A Report on the Condition of Facilities at Illinois Community Colleges.
PUB DATE- Sep 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

Contains 56 references. (MDM)

ED 350 071 PS 020 526

Brusslan, Carol, Ed.
Opening the Future. The Ounce of Prevention Fund Annual Report 1990-1991.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; Annual Reports; *Child Advocacy; *Child Development; Early Parenthood; Employment Programs; Expenditures; *Family Programs; Financial Support; Literacy; Program Descriptions; *Public Health; *Social Services
IDENTIFIERS- *Illinois; *Ounce of Prevention Program IL; Parents Too Soon (Project)

This report describes the ways in which programs sponsored by the Ounce of Prevention Fund (OPF) are using innovative strategies to provide children and families with opportunities for health, education, and employment. A program summary lists agencies participating in OPF programs. For each agency, the summary includes a racial and ethnic description of the population served, names of programs offered, and the number of individuals served in 1990 and 1991. Several programs and services are highlighted. Operating as part of Illinois' Parents Too Soon initiative, OPF's programs provide support and information to teen parents. The Family Literacy Project helps parents promote their children's interest in writing and reading, and Career Paths for Parents gives parents a chance to explore career options. Among other services, the Center for Successful Child Development helps families cope with domestic and community violence. OPF's Toward Teen Health Division administers adolescent health centers which offer medical care to students. During the past year, OPF developed several new initiatives, prepared evaluation projects, and urged the State of Illinois to create a comprehensive service delivery system for families with young children. An itemization of OPF revenue sources and program expenses, and a listing of private financial supporters are provided. (BC)

ED 350 072 PS 020 560

Mauriras-Bousquet, Martine; And Others
Jeux et jouets dans l'education des jeunes enfants (Games and Playthings in the Education of Young Children). Digest 25.
PUB DATE- 88
NOTE- 123p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Development; *Childrens Games; *Developing Nations; Early Childhood Education; Foreign Countries; Outdoor Activities; Parent Education; *Play; *Preschool Children; Social Science Research; *Toys

This collection of six articles focuses on the importance of play in the education of young children. First, Martine Mauriras-Bousquet provides examples from her work in Asia and Africa to stress the need to preserve children's free play in order to safeguard their cultural identity. Next, Jayananda Ratnaike lists a variety of ways in which parents can help their children develop motor coordination, a sense of direction, and appendixes include a description of the teaching teams in the study, a copy of the students' survey, and a tabulation of survey results. Contains 17 references. (MDM)

ED 350 090 PS 020 691

Shaw, Lea Kessler
Maternal Object and Action References in Response to Infant Gestures and Other Attention-Indicating Actions.
PUB DATE- 91
NOTE- 40p.; Research Requirement, Developmental Psychology Program, The City University of New York.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Child Language; *Infants; *Language Acquisition; Language Research; Longitudinal Studies; *Mothers; Nonverbal Communication; Nouns; *Parent Child Relationship; Verbal Development; *Vocabulary Development
IDENTIFIERS- Child Behavior

This study investigated whether mothers' responses to their infants' gestures play a role in their infants' vocabulary development. Eight infants were observed interacting at home with their mothers on 2 occasions, when the infants were 10 to 12 months old, and 16 to 18 months old. Videotapes of the observations were transcribed and coded for maternal utterances, infants' gestures, infants' other actions, and infants' verbal production. Data pertaining to the relation between maternal references to objects and actions in response to 10- to 12-month-old infants, and 16- to 18-month-old infants' vocabulary were analyzed. Results indicated that the frequency with which mothers named the objects on which 10- to 12-month-old infants focused was correlated with 16- to 18-month-old infants' total number of words used. The ratio of instances of maternal naming of objects in response to 10- to 12-month-old infants' gestures and instances in response to infants' other actions was correlated with the number of types of words 16- to 18-month-old infants used and the percentage of nouns in the infants' vocabularies. A list of 17 references is provided. (Author/SM)

ED 350 091 PS 020 699

Hilliard, Robert D.
Reengaging Families in the Education of Young Adolescents.
PUB DATE- 17 Feb 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Educational Improvement; Educational Planning; *Family School Relationship; Intermediate Grades; Junior High Schools; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *School Community Relationship
IDENTIFIERS- Arkansas; Carnegie Corporation of New York; *Model Schools; School Improvement Projects

This paper examined each of the eight major recommendations of the Carnegie Council on Adolescent Development's 1989 report school, and community have shown more promise in helping children avoid AOD abuse than programs that rely on one approach. Highlighted are six such comprehensive programs: (1) Families Matter!, a parent involvement component of an AOD prevention program in Wilmington, Delaware, designed for high-risk families; (2) Asian Youth Substance Abuse Project, a joint effort among drug treatment agencies serving at-risk Asian youth in San Francisco; (3) Bankhead Courts/Inner City Families in Action, a program serving African American families living in public housing in Atlanta, Georgia; (4) Families and Schools Together, a collaborative effort among elementary schools, a mental health agency, an AOD prevention agency, and families in Madison, Wisconsin, to assist students at risk for involvement with AOD; (5) Illinois Network to Organize the Understanding of Community Health (In Touch)--a collaborative effort in the state of Illinois to provide the structure, resources, and training for community-based AOD prevention programs; and (6) the American Indian Prevention and Treatment Program, which serves poverty-level native Americans in Tulsa, Oklahoma. Four resource organizations that may be consulted for additional information on family support and AOD are profiled. (SM)

ED 350 110   PS 020 874

Mitchell, Anne; And Others
Moving Toward a Unified System of Child Development and Family Support Services in Vermont: Increasing Coordination among Early Education, Early Childhood Special Education (Birth through Five), Child Care, Head Start and Parent Child Centers.
PUB DATE- Aug 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Child Development; Community Involvement; *Coordination; Day Care; *Delivery Systems; Educational Policy; *Family Programs; Participative Decision Making; Preschool Education; Public Policy; Special Education; *State Programs
IDENTIFIERS- Family Support; *Integrated Services; Parent Child Centers; Project Head Start; *Vermont

Vermont experienced a rapid expansion of federal childhood funding and programs (accompanied by their voluminous and sometimes contradictory regulations), and identified the need to unify the system after recognizing that the complexity of the early childhood education service delivery system was bewildering for parent-consumers. This report describes the process and initial actions of the "ad hoc Early Education, Child Care Work Group" that designed a plan to unify child care and early education services in Vermont by improving collaboration and removing barriers. The report contains Vermont's Early Education/Child Care Action Plan and describes the state's goals which include developing: (1) community early childhood settings throughout the state that will demonstrate enhanced capacity to integrate specialized services (for example, mental health, special education, health, and parent education) and their programs; (2) compatible child development standards in the areas of personnel, program, service delivery, and facility; (3) accreditation, by national accrediting bodies, of all early education and child care programs. Other recommendations pertain to the coordination and integration of training and resources. The report also contains descriptions of child care coordinating programs in Iowa, Virginia, New

ED 350 128 RC 018 799

The State of Native American Youth Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.; Indian Health Service (PHS/HSA), Rockville, MD.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Feb 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *American Indians; Behavior Problems; Family Characteristics; *Health; Health Needs; *Mental Health; Risk; Secondary Education; *Sexuality; Student Attitudes; *Substance Abuse; Surveys
IDENTIFIERS- *Native Americans

Between 1988 and 1990, nearly 14,000 American Indian and Alaska Native adolescents living in rural areas and on reservations participated in the Adolescent Health Survey of health and risk behaviors. Although the findings may not be representative of Native adolescents, as a convenience sample was used, some findings of the survey were: (1) less than half of study participants live with two parents; (2) nearly 8 out of 10 teens say their families care about them a great deal; (3) the 20% of Indian youths who report fair or poor health tend to abuse drugs and to be suicidal; (4) a high proportion (40% of females, 21% of males) report being overweight; (5) approximately 14% of respondents are at high risk for health problems due to lack of exercise and dietary problems; (6) a high frequency of engaging in vehicle-related risk behaviors (i.e. driving under the influence of alcohol, riding motorcycles, and not wearing seatbelts) that increase their risk for serious injuries; (7) while most reservation youth report being happy (80%), many are bored (65%), tense, stressed, burnt out (20-27%), and nearly half are worried about their future job prospects; (8) about two-thirds of American Indian high school seniors report engaging in sexual intercourse, but 29% and 44% of sexually active males and females, respectively, use no contraception; and (9) by 12th grade 27% of males and 14% of females consume alcohol weekly, and 20% of males and 12% of females use marijuana weekly. Although Native American youth have major health needs, survey results indicate that most teenagers are not depressed, not chemically dependent, and that most of the female teenagers have not been pregnant. (KS)

ED 350 129 RC 018 800

Buan, Carolyn M., Ed.; Lewis, Richard, Ed.
The First Oregonians. An Illustrated Collection of Essays on Traditional Lifeways, Federal-Indian Relations, and the State's Native People Today.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 140p.; Photographs and illustrations spread throughout the document may not photocopy adequately.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

institution for the center must include service as an integral part of its philosophy; (2) the center should have a strong base of support; (3) the center staff should include a director who has the authority to develop the center, as well as a full-time assistant director who is responsible for managing the programs; (4) a strong network of communication must be established and maintained; (5) specific attainable goals for the center should be established; (6) functions of the center should be identified and ranked according to degree of emphasis given to each; and (7) an advisory committee should be formed to help guide the center's development. Each guideline is followed by the principle upon which it is based and ways that it can be applied. Survey questions administered to TVA-sponsored centers and interview questions administered to center directors are included in a methods section. Appendices provide a map of the Tennessee River Watershed and location of TVA-sponsored CEE, and a listing of the TVA-sponsored CEE. (Contains 8 references.) (MCO)

ED 350 146 SE 052 757

Wood, Rose Morgan; Schaer, Barbara B.
Race and Gender Effects on Persistence, Barriers to Engineering and Life Goals by Middle School Children.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented to Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Educational Research; *Engineering Education; Females; Grade 8; Higher Education; Junior High Schools; *Middle Schools; *Persistence; Rural Education; *Science Education; Science Instruction; *Sex Bias; Sex Differences; Sex Stereotypes
IDENTIFIERS- African Americans; *Middle School Students

The under-representation of women and African Americans in engineering spurred the research documented in this study. This document reports the reults of a study investigating middle school (in a southeastern rural community) children's attitudes toward persistence, life goals and sex-stereotypes, as potential barriers to their pursuit of engineering careers. It was designed to validate previous research on southeastern college freshmen that found no difference between persistence and life goals but large gender differences on sex-stereotyped barriers against women in engineering by men. Race, gender, and race-by-gender effects were studied on 88 middle schoolers between the ages of 13 to 15 (25 black males, 15 white, 25 black females, 23 white). Results indicate that males have higher scores on persistence than females, and black males have higher scores than white males. Multivariate analysis of variance (MANOVA) indicates that race and the sex-by-race interaction effect were not significant at the .05 level of significance. The main effect for gender of sex-stereotypes was significant beyond the .01 level. T-test results indicate that freshmen males harbor more sex-stereotyped opinions against women in engineering than eighth grade males. (Contains 27 references.) (PR)

ED 350 147 SE 052 766

Linn, Robert L.; And Others
How American Teachers Teach Science in Kindergarten and First

NOTE- 50p.; Science and Mathematics Indicators Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Alternative Teacher Certification; Beginning Teacher Induction; Elementary School Teachers; Elementary Secondary Education; Graduation Requirements; Mathematics Curriculum; *Mathematics Education; Mathematics Teachers; Science Curriculum; *Science Education; Science Teachers; Secondary School Teachers; Standardized Tests; State Curriculum Guides; *State Departments of Education; *State Standards; *Teacher Certification

The Council of Chief State School Officers has established a system of state and national indicators for the condition of science and mathematics education. This policies report is based on a survey of all state departments of education conducted in the 1991-1992 school year. An introductory section provides the rationale and background for studying state education policies. The next section of the report provides 50-state information on the current state policies on graduation requirements, curriculum frameworks, student assessment, and teacher certification requirements. Thirteen tables are utilized to present this information. Two appendices describe efforts to implement state mathematics and science frameworks or guides in 1991. (Contains 25 references.) (MDH)

ED 350 164   SE 053 214

DOE's Yucca Mountain Studies.
PUB DATE- Dec 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ecological Factors; Environmental Education; *Hazardous Materials; Legislation; Local Government; *Nuclear Energy; Public Health; Public Relations; Radiation; Radiation Effects; Safety; State Government; Transportation; *Waste Disposal; Wastes
IDENTIFIERS- Department of Energy; *Nuclear Wastes; *Waste Repositories

This booklet is about the disposal of high-level nuclear waste in the United States with a particular focus on Yucca Mountain, Nevada as a repository site. Intended for readers who do not have a technical background, the booklet discusses why scientists and engineers think high-level nuclear waste may be disposed of safely underground. An introduction describes why Yucca Mountain is being studied and provides basic information about those studies. The contents present the following information: (1) What is nuclear waste?; (2) what spent fuel is; (3) the legislation governing high-level nuclear waste disposal; (4) the federal program for collecting data on a potential repository site; (5) what scientists will study in regards to site selection of a repository; (6) the movement of water; (7) studying the movement of rock; (8) how the repository would affect quality of life; (9) the licensing process as governed by the U.S. Nuclear Regulatory Commission; (10) which experts review the Department of Energy (DOE) studies; (11) repository description; (12) description of the "life cycle" of spent fuel; (13) preparing waste for shipping; (14) what happens when the repository is full; (15) plans for

Rein, Martin
The Social Policy of the Firm and the State. Revised.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Academy of Sciences - National Research Council, Washington, D.C.; Russell Sage Foundation, New York, N.Y.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- Jun 89
NOTE- 65p.; Paper presented at a workshop at the National Academy of Sciences (Washington, DC, March 20-21, 1989). Funding for this project also provided by the IBM Corporate Support Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Employer Attitudes; *Employer Employee Relationship; *Fringe Benefits; Labor Legislation; Labor Relations; Legal Responsibility; *Social Development; *Social History; *Sociology

Every country has a system of social protection to help people when risks, contingencies, and needs arise. In each society this system is organized in three sections: a public sector, a personal sector, and a mixed sector. Each society combines these sectors in different ways. Here, the firm's social policy within the broader context of social protection in society as a whole is examined. Employer-related benefits, which comprise the social policy of the firm are analyzed and include voluntary and union contracted programs, those that are legally mandated by the state but paid for by the employer, and other activities of a social nature. A review of theories that try to account for why firms incur social costs is presented. The role of the firm within the system of social protection for society as a whole is then located. Finally, the empirical section covers three issues: the level of spending and growth of the firm's provision of social benefits; the components of voluntary and contractual benefits provided by the firm; and the distributional effects of firm-based social policy by skill mix, firm size, and industrial sector. Based on this information, the future of employer-related benefits is considered. (Nine tables and 25 footnotes are included.) (KM)

ED 350 183 SO 021 843

Beardsley, Donna A.; Townsend, Lucy Forsyth
Social Education to the Rescue!
PUB DATE- Mar 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Curriculum Development; *Educational Change; *Educational Development; *Educational History; Educational Philosophy; Educational Theories; Elementary Secondary Education; *Social Problems; *Social Studies; Teaching Methods
IDENTIFIERS- *Hughes (James Laughlin); *Mistakes in Teaching (Hughes)

This paper draws a parallel between the social problems the United States faces today and the problems the country faced in the latter part of the 19th century. Contemporary efforts of educators to address social problems with new curricula can be likened to similar efforts made by 19th century educators. The 19th century effort included the introduction of "social education." Social education is described by discussing the information about different cultures reduces their provincial attitudes and facilitates world-mindedness. To test this possibility, 184 freshmen at the City College of the City University of New York, some enrolled in a World Civilization course and some not, answered a questionnaire in pre-test and post-test sessions. The questionnaire assessed students' interests, self-perceived knowledge, and actual knowledge of different cultures around the world. Increased interest toward different cultures was the measure of reduced provincialism. The findings generally indicated that the World Civilization course did not produce changes on these variables. (Author)

ED 350 208 SO 022 337

Roldao, Maria do Ceu; Egan, Kieran
The Social Studies Curriculum: The Case for Its Abolition.
PUB DATE- 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Problems; Educational Change; Educational History; *Educational Objectives; *Educational Theories; Elementary Secondary Education; *Social Studies

The current social studies curriculum was invented in the United States in the early part of the 20th century. Its primary purpose was to socialize the children of the diverse social groups immigrating to the country to the norms and values of U.S. social life. Based on three main arguments, the time has come to abolish social studies as it is currently known. The structure of social studies was built on a model of students' psychological development that no one any longer accepts. The structure, particularly for the first 6 years of the program, virtually has gone unchanged since 1916, even though the ideas on which it was developed have been discredited. It is impoverishing to continue to conceive of children as "concrete" thinkers able to make best sense of the immediate contents of their social environment. The structure of social studies carries a powerful and undesirable ideological message that often is in contrast to its overt concerns with multiculturalism and valuing other cultures. The accretion of a range of socializing aims has ensured that the objectives for the social studies are all out of proportion to the means available within it to achieve them. The results of surveys of students' knowledge of the content of social studies testifies eloquently and depressingly to this. A 13-item list of references is included. (DB)

ED 350 209 SO 022 339

Fraenkel, Jack R.
A Portrait of Four Social Studies Classes (With Special Attention Paid to the Identification of Teaching Techniques and Behaviors That Contribute to Student Learning).
PUB DATE- 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *Classroom Techniques;

Educational Administration; Educational Policy; Elementary Secondary Education; Foreign Countries; Foreign Culture; *International Education; *National Surveys; Social Influences
IDENTIFIERS- *Japan; *Japanese Education

The purpose of this study is to present a profile of the Japanese educational system by comparing and contrasting it with the U.S. system. This profile provides the educational and social contexts within which the two educational systems function, so that the differences in standards and outcomes may be understood better and replicated. The objective of this comparison is not to advocate the replication of the Japanese educational system and practices, but to promote a better understanding of the strengths and weaknesses of both systems. An overview of the Japanese system is presented including a brief historical background, cultural foundation, formal educational structure, teacher characteristics, school finance, equality of opportunity, and issues facing the system. Comparisons are made between the U.S. and Japanese educational systems in terms of purpose of education, time devoted to learning, curriculum standards and implementation, motivation for educational achievement, classroom organization, parental roles in education, teaching as a profession, and school expenditures and resources. Finally, policy implications of the Japanese educational system for the U.S. system are discussed. A list of references and three appendices also are included: (1) required weekly class periods in each subject in elementary schools in Japan; (2) required weekly class periods in each subject in lower secondary schools in Japan; and (3) general education subjects in Japanese upper secondary schools and the number of credits for each subject. (DB)

ED 350 231 SO 022 492

Sex Discrimination in Education: A Report from the Commission on Sex Discrimination in the Statutes of the New Jersey Legislature.
PUB DATE- Jul 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; *Educational Discrimination; *Educational Policy; Elementary Secondary Education; *Equal Education; Federal Legislation; *Laws; Public Schools; Sex Bias; *Sex Discrimination; Sex Fairness; Sexual Harassment; State Legislation; *State Surveys
IDENTIFIERS- *New Jersey

This report, which is the result of an examination of New Jersey's public education system, contends that the state has not been completely successful in providing an educational atmosphere free from sex bias. The report reviews federal and state legislation, and law, policy, and research in the areas of sexual harassment, teacher training and curriculum implementation, and teen pregnancy/school-based day care centers. Recommendations made based on this review include: the creation of a private right of action for those who charge discrimination in education; the ability of the Commissioner of Education to award attorney's fees in cases of discrimination; the provision of affirmative steps to remedy existing discriminatory patterns in hiring and promotion practices in education; the declaration that sexual harassment is in fact discrimination; the recognition that sex-equity curricula are of great importance; and the establishment of school-based day

American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Collegiality; *Context Effect; *Educational Environment; Elementary Secondary Education; Factor Analysis; Instructional Program Divisions; *Participative Decision Making; *Self Efficacy; Teacher Attitudes; Teacher Influence; *Teaching Conditions
IDENTIFIERS- Kansas City Public Schools MO; *Teacher Empowerment

This paper reports on a study designed to identify the relationships among the context variables of sense of efficacy, teacher empowerment, and school climate as perceived by 1,802 Kansas City (Missouri) teachers. Factors related to teacher sense of efficacy (teaching efficacy and personal efficacy), to teacher empowerment, defined as the perceived influence of teachers in important decision-making activities, and to school instructional climate and school atmosphere, which include lack of impediments to effective learning and degree of teacher/staff collegiality, were examined. The study also attempted to identify differences in the strength of the relationships across grade levels, to examine the notion of stability of efficacy, and to delineate the extent of the relationship between the three context variables and student achievement (grades one through five). Findings included indications that: (1) efficacy, empowerment, and instructional climate factors differ significantly across schools, levels, and grades; (2) personal and teaching efficacy were highly, although inversely, related; (3) school atmosphere tended to be related to lack of impediments to effective instruction and collegiality among teachers; (4) efficacy was strongly related to both classroom and school decision making; and (5) the contribution of the context variables to achievement differed across levels, grades, and test content. (About half of the document consists of figures and tables.) (IAH)

ED 350 253 SP 033 885

Strodl, Peter
A Model of Teacher Leadership.
PUB DATE- 6 Mar 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Elementary Secondary Education; Group Dynamics; *Informal Leadership; *Instructional Leadership; Leadership Qualities; Models; Problem Solving; School Administration; *Teacher Administrator Relationship
IDENTIFIERS- *Teacher Empowerment; *Transformational Leadership

The paper develops a conceptual framework for teacher leadership and empirically verifies the existence of teacher leadership skills through a survey of 170 teachers. The model of transformational leadership, based on several leadership theories, is presented to advance increased teacher participation in instructional leadership. The model includes three major elements: potential or informal leadership, conflict or problem issues, and articulation and empowerment of school, high school, undergraduate and graduate levels, and also at situations where African-Americans may be working in unsatisfactory careers. Retention requires the profession to listen to the ideas and voices of those African-Americans currently teaching with respect to necessary reforms and strategies to recruit other African-Americans into teaching and retain them once they are there. (LL)

ED 350 272 SP 034 056

Dana, Nancy Fichtman
Towards Preparing the Monocultural Teacher for the Multicultural Classroom.
PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Culture Conflict; Discipline Problems; Elementary Education; *Ethnography; Higher Education; *Multicultural Education; Preservice Teacher Education; Socioeconomic Status; *Student Teachers; Student Teaching; Teacher Educators; *Teacher Expectations of Students; *Value Judgment
IDENTIFIERS- Assertive Discipline

An ethnographic study was conducted to determine what happens when teachers are placed in schools in which the students' cultural background differs dramatically from their own. Participants were five student teachers completing their internship in a low socioeconomic school in Tallahassee, Florida. Three methods were used to collect data: journals reflecting student teachers' thoughts and ideas about the teaching experience; participant observation; and qualitative ethnographic interviewing. Data analysis indicated that each student teacher experienced culture shock when beginning the internship, basing value judgments and expectations on norms established by their personal prior experience, and judging different experiences to be abnormal. Four of the five student teachers experienced difficulties with classroom management and control, attributing their difficulties to the background of the students being taught; and efforts to control students using the prepackaged technique of assertive discipline were unsuccessful. The five student teachers in this study indicated that their college experience had not prepared them for student teaching. The results of this study indicate the need for teacher educators to develop culturally literate teachers and to challenge prior personal experiences and attitudes of prospective teachers. (LL)

ED 350 273 SP 034 057

Nowell, Linda
Rethinking the Classroom: A Community of Inquiry.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Sharing Behavior; *Social Cognition; *Student Teacher Attitudes; *Student Teachers; Surveys; *Teacher Attitudes; Teacher Characteristics; *Teacher Role
IDENTIFIERS- Arizona State University; *Protege Mentor Relationship

Instructional and psychological concerns of preservice and beginning teachers have been well documented; however, little research has been done on novice teachers' perceptions of cooperating teachers. This study investigates student and cooperating teachers' perceptions about the roles and functions of the cooperating teacher. The Cooperating Teachers' Functions Survey was administered to student teachers enrolled in the teacher preparation program at Arizona State University and to their cooperating teachers. The survey lists 14 functions, actions, and activities that a cooperating teacher might provide for a student teacher. The items reflect three distinct domains of concern demonstrated by student teachers: personal, instructional, and professional. Results suggest that cooperating teachers should demonstrate qualities of effective mentors. They should be caring, active listeners, sensitive to the views of others; they need to understand the comprehensiveness of the mentoring role and to offer candid, regular feedback in a supportive manner. Shared understandings of purpose between students and cooperating teachers can serve as a vehicle for facilitating dialogue between the veteran and the preservice teacher. A beneficial conversation between the cooperating and student teacher may result in an awareness of the perceived role of the cooperating teacher by both parties. (LL)

ED 350 292   SP 034 102

Sudzina, Mary R.; Kilbane, Clare Ryan
Applications of a Case Study Text to Undergraduate Teacher Preparation.
PUB DATE- Jun 92
NOTE- 13p.; Paper presented at the International Conference of the World Association for Case Method Research and Application (9th, Limerick, Ireland, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Course Content; Course Descriptions; *Decision Making Skills; Education Majors; Higher Education; *Learning Theories; Personal Narratives; Perspective Taking; *Preservice Teacher Education; *Problem Solving; *Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- Blooms Taxonomy; *Case Method (Teaching Technique); Vignettes

The case study method refers to a descriptive research document based on a real-life situation, problem, or incident. Cases describe situations calling for analysis, planning, decision-making, and/or action. The method requires that every attempt be made to provide an unbiased, multidimensional perspective in presenting the case and arriving at solutions. This paper offers one example of how the case study method was applied for the purpose of enhancing preservice teachers' decision-making abilities in an undergraduate teacher preparation course. A instructor enthusiasm, organization/clarity, group interaction, individual rapport, breadth of coverage, examinations/grading, assignments/readings, and workload/difficulty) for each instructor was distinct from those of other instructors, was consistent across course offerings over the 13-year period, and generalized across undergraduate and graduate level courses. The results have important implications for the use of profiles as formative feedback, summative evaluations, and further research on students' evaluations of teaching. Four graphs illustrate the discussion, and there is one table of analysis results. An appendix contains factor analysis results for 24,158 sets of data. Nineteen references are included. (Author/SLD)

ED 350 311 TM 019 006

GED Statistical Report, 1991.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adults; *Certification; Educational Trends; *Equivalency Tests; Graphs; *High School Equivalency Programs; High School Graduates; National Surveys; *Nontraditional Education; Scores; *Tables (Data); Test Results; Trend Analysis
IDENTIFIERS- *General Educational Development Tests

The Tests of General Education Development (GED) enable about 450,000 adults each year to obtain high school equivalency certificates, representing about 15 percent of all the high school diplomas issued in the United States. This report presents statistics on the 1991 program and its participants. In 1991, 806,038 persons took the GED Tests, an increase of 6 percent over the preceding year. This is the second largest number of adults tested in a single year in the program's history. Nearly 72 percent of candidates completing all 5 GED Tests in 1991 earned passing scores, and the number of GED graduates in 1991 was 483,854. The distribution of ages of GED candidates in 1991 was generally the same as that in 1990, with young adults under age 25 years accounting for about 56 percent of all candidates. The percentage of people planning further study increased in 1991 to 59 percent of all GED candidates, the highest level in the program's history. Information about test results and trends in GED participation are presented in a series of 11 tables and 5 graphs. (SLD)

ED 350 312 TM 019 007

Baker, Eva L.; Linn, Robert L.
Writing Portfolios: Potential for Large Scale Assessment. Project 2.4: Design Theory and Psychometrics for Complex Performance Assessment. Design and Analysis of Portfolio and Performance Measures.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Education; *Elementary School Students; Evaluation Methods; Evaluators;

Universities
IDENTIFIERS- *AIR Forum; University of Wisconsin Madison

This paper describes the analysis and policy development involved in formulating a University of Wisconsin-Madison teaching load policy. The paper presents a preliminary teaching load policy developed in 1991 and describes its review and integration into ongoing strategic planning and budget allocation processes. Current teaching load patterns are analyzed to provide a method of testing the policy through the identification of current norms. Results are examined in terms of load distribution between fall and spring semesters, by professorial rank, by gender and ethnic heritage, by department, and by discipline area. Results indicated that the mean annual teaching load for the full-time instructional faculty was 3.6 primary-range group instruction sections, that the three professorial ranks had similar teaching load distributions, that men and women had similar teaching load distributions, that white and minority faculty members had similar teaching loads, and that teaching load varied between departments and discipline areas. Analysis suggests possible sources of variation in certain types of section loads, and the paper explains how teaching load measures are being incorporated into the budget allocation process. (JB)

ED 349 868 HE 025 785

Smith, Constance K.; Waggener, Anna T.
Utilizing Throw-Away Data: Invalid and Missing Data Can Have Meaning! AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Applicants; College Freshmen; Data Collection; Enrollment; *Error Patterns; Higher Education; *Predictor Variables; *Questionnaires; Research Design; *Response Rates (Questionnaires); Surveys
IDENTIFIERS- *AIR Forum; Southeastern Louisiana University

Two studies were conducted at the Southeastern Louisiana University (SLU) to determine possible uses of errors and omissions on surveys of incoming and freshmen college students. The subjects of the first study were 1,927 individuals who had applied for admission to SLU and attended freshman orientation in the summer of 1989. Blanks and incorrect responses to a survey were taken as an independent variable, GOOF. A t-test found that the mean GOOF score of the respondents who enrolled that semester was significantly lower than the mean GOOF score of respondents who did not enroll. The second study involved a random sample of 1,540 new freshmen attending SLU in the fall of 1989. Two independent variables were the GOOF variable and one called RESPDNT for those subjects who did not return a mailed survey. Dependent variables were subsequent academic performance and fall-to-fall retention. Results indicated that for enrolled students the GOOF variable may not be an important one, but failure to respond (RESPDNT) to a survey may have meaning in terms of academic performance and retention. Included are appended instructions for creating the GOOF variable and six references. (JB) earn a baccalaureate degree. Outcomes examined included participants' retention and graduation rates, credit hours earned over time, grade point averages at each level, and grades in selected English and bilingual courses. These outcomes were measured against those for a comparison group of international students. As a result of the data analysis and interview, several program weaknesses surfaced. These included the finding that the program was no longer addressing the needs of more recent students compared to when the program was first implemented in 1968, and results which pointed to four main problems: low level of English language proficiency; bilingual courses at cross purposes; lack of a program structure and organization; and inadequate acculturation to the American university. In addition, it was found that overcrowding in the course strained the university's budget and shortchanged students. Recommendations for improvement are suggested. (GLR)

ED 349 886   HE 025 803

Cash, R. William
Using a Standing Poll Panel To Monitor the Pulse of the Campus. AIR 1992 Annual Forum Paper.
PUB DATE- 11 May 92
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Measures; College Students; *Data Collection; Experimental Programs; Higher Education; Opinions; Program Development; Program Evaluation; Program Implementation; Questionnaires; School Surveys; *Student Attitudes; Student College Relationship; Student Reaction
IDENTIFIERS- *AIR Forum; *Saint Marys College IN

This paper discusses the results of a randomly selected standing poll panel implemented at Saint Mary's College at Notre Dame, Indiana, called PRISM (Prompt Response to Improve Saint Mary's). PRISM is designed to quickly ascertain the attitudes and opinions of a panel of 120 college students. Sample topics of PRISM surveys have included campus communication, residence life, and safety and security issues. Student replies to PRISM questionnaires are considered confidential and are reported only in the aggregate. The paper discusses the development of the program and analyzes the results after three semesters of operation. Procedures for quickly constructing a survey, obtaining responses, and processing results are described. Results are provided to the senior officer group and to the appropriate administrative entity usually within 2 weeks of the survey's administration. Program evaluation results are presented, indicating that both college administrators and students appreciated the opportunity to utilize the panel as one of several methods of student-college communication. Recommendations for program improvement are offered. (GLR)

ED 349 887   HE 025 804

Terkla, Dawn Geronimo; Pagano, Marian F.
Understanding Institutional Image. AIR 1992 Annual Forum Paper.
PUB DATE- 13 May 92
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).

*Student Loan Programs; *Tax Deductions; Taxes

A review was done of information on data and issues surrounding a possible tax allowance for interest payments on educational loans. The tax reform of 1986 eliminated the itemized deduction of interest paid on educational loans, effective in 1991. However, rising educational costs and continued reliance on borrowing for education has led Congress to consider proposals for tax relief in this area. An estimate of interest on the average amount of educational debt suggests that for an 8 percent 10-year loan of $7,500 the interest paid would be $582 annually. One argument in favor of favorable tax treatment of educational loan interest payments is that current law allows taxpayers who take home equity loans for consumer purposes to deduct those interest payments. In addition, if education is viewed as an investment in human capital, an educational loan interest payment should perhaps be deductible since the cost of investments in physical capital are deductible or depreciable. Another argument suggests that direct spending programs might be expanded for what a tax allowance for educational loan interest payments would cost. Finally, examination suggests that a deduction for educational loan interest payments would benefit only taxpayers who itemize rather than use the standard deduction. An annotated bibliography lists 10 suggestions for further reading. (JB)

ED 349 906 HE 025 829

Narang, Harbans
Evaluating Faculty Teaching: A Proposal.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; *College Faculty; *College Instruction; Criteria; *Evaluation Methods; Faculty Evaluation; Foreign Countries; Higher Education; Peer Evaluation; Program Development; Records (Forms); Standards; Student Evaluation of Teacher Performance; Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation

This paper presents an approach to the evaluation of college faculty teaching which stresses input from students, colleagues, the department head, and the faculty member under review. Evaluation guidelines suggest that evaluation criteria and the measurement process, as well as the instruments used for measuring teacher performance, be jointly approved and accepted by faculty, the department head, and the dean. In addition, data should be interpreted in relation to valid norms or standards. Finally, the roles of each of the major contributors to an evaluation is discussed. Appendices contain a list of 10 items for student ratings, a rating sheet designed for teaching materials and procedures appraisal, a classroom visitation appraisal sheet, and a self-report of teaching sheet. Contains 12 references. (GLR)

ED 349 907 HE 025 830

Guardo, Carol J.
An Apologia for the Arts and Sciences.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (Chicago, IL, March 1992).

included in each sector and type category used in the report. (JB)

ED 349 926 HE 025 856

Hardfin, Jean Kadooka
Tuition Waivers for Hawaiian Students In Higher Education. Report No. 2.
PUB DATE- Oct 91
NOTE- 49p.; Appendix C (Board of Regent's Bylaws and Policies) is of poor print quality.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Demography; Educational Finance; Educational Needs; *Hawaiians; Higher Education; Indigenous Populations; Public Policy; *State Legislation; State Universities; Student Financial Aid; Tuition; Tuition Grants
IDENTIFIERS- Hawaii; Michigan; Native Americans; *Tuition Waivers; *University of Hawaii

This publication presents the results of a mandated state (Hawaii) study of the issues involved in providing tuition waivers to native Hawaiian students at all campuses of the University of Hawaii system. The study sought, in particular, to examine the nature of tuition waivers, the issues to be addressed if such a policy were instituted, and the probable impacts on the university system. Chapter 1 describes the characteristics of the Hawaiian population generally, its educational levels and needs as identified by past surveys, and the population of native Hawaiian students in the University of Hawaii system. Chapter 2 describes tuition waivers as they currently operate at the University of Hawaii; how much income is foregone by the University in providing those waivers; and how many native Hawaiian students potentially might take advantage of a tuition waiver program. This chapter describes a similar program operating in Michigan for North American Indians. Chapter 3 presents the study's findings and identifies the main issues which the Legislature and the University of Hawaii must address if tuition waivers for Hawaiian students are to be implemented. Appendixes contain the pertinent state statutes and the University bylaws and policies. (JB)

ED 349 927 HE 025 857

Academic Calendar Task Force Report to the President.
PUB DATE- Jul 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Enrollment; Higher Education; Institutional Research; Literature Reviews; Long Range Planning; Private Colleges; Quarter System; School Policy; *School Schedules; School Surveys; Semester System
IDENTIFIERS- *College of DuPage IL

This report presents the findings of a study done by a college-wide task force at the College of DuPage (Illinois) on academic calendar formats in an effort to determine whether to retain the quarter system or convert to another calendar. A brief introduction gives the background to the issue at DuPage. A section on procedures explains that the Task Force formed three

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Computer Networks; Computer Simulation; *Conferences; Conflict Resolution; Curriculum Development; Curriculum Enrichment; Databases; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Global Approach; Higher Education; *Information Technology; *Peace; Teaching Methods; Teleconferencing
IDENTIFIERS- *Peace Education

This overview of the use of educational technology in peace education discusses three questions: (1) how educational technology may be applied to increase world understanding and reduce intergroup tensions; (2) what strategies, within what contexts, have proven effective in integrating the study of peace across the curriculum; and (3) how motivated individuals might make use of leading edge technologies to enhance their voices in the global conversation on the future. Terms are defined and 10 strategies for using technology in peace education are presented. These strategies address the following topics: (1) simulations to practice conflict resolution; (2) teaming across curriculum through technology; (3) incorporating information technologies to study peace; (4) developing databases on global themes; (5) creating software on peace through cooperative learning; (6) initiating local electronic conferences and support groups; (7) linking students to national and international classrooms; (8) participating in a Kids-92 Newsletter's global conference; (9) supplementing software to widen perspectives; and (10) projecting 21st century curriculum themes. Information is then provided on 184 conferences that were listed for the keyword "peace" in the EcoNet database; each listing includes a brief description, the name of the sponsor, contacts, and keywords. (ALF)

ED 349 946 IR 015 677

Weaver, Dave
Technology Products for Substance Abuse Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 92
NOTE- 54p.; For the 1988 edition, see ED 303 702.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcohol Education; Communications Satellites; Computer Assisted Instruction; Computer Software Evaluation; *Computer Software Reviews; *Courseware; Distance Education; Drinking; *Drug Education; Drug Use; Educational Television; Elementary Secondary Education; Health Education; *Instructional Material Evaluation; Interactive Video; *Substance Abuse; Videodisks
IDENTIFIERS- *Apple (Computer)

An update of an earlier publication, "Software for Substance Abuse Education," this guide provides critical reviews of available technology products designed to instruct students, teachers, or parents about alcohol and other drugs. The products included are computer software, interactive videodiscs (level III), non-interactive videodiscs (level I), and telecourses delivered via satellite. Introductory materials describe the scope of the publication and identify four common

Tutoring Systems

Student modeling--the task of building dynamic models of student ability--is fraught with uncertainty, caused by such factors as multiple sources of student errors, careless errors and lucky guesses, learning and forgetting. Within the context of the Sherlock intelligent tutoring systems project, we have been experimenting with various ways of making the task of modeling student knowledge more tractable. The philosophical basis underlying each approach is that student models do not need to be precise and accurate to be useful. We describe these approaches, focusing on the one we have developed furthest thus far. The approach, which is based on fuzzy set theory, aims at building imprecise, or "fuzzy" diagnostic student models (e.g., Hawkes et al., 1990). We have built upon this approach by developing techniques for representing and updating discrete student knowledge variables in our avionics troubleshooting tutor, Sherlock II. We describe these techniques and, more broadly, the student modeling component in this tutor. We frame our discussion of the "fuzzy" student modeling approach we are developing with a description of its more crude predecessor, and of our plans for future work on imprecise student modeling using Bayesian inferencing techniques. (Contains 52 references.) (Author/BBM)

ED 349 965 IR 015 704

Hawkins, Jan
Technology-Mediated Communities for Learning: Designs and Consequences. Technical Report No. 21.
PUB DATE- Feb 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Cooperative Learning; *Distance Education; *Educational Television; Electronic Mail; Electronic Publishing; Elementary Secondary Education; Global Approach; Higher Education; *Hypermedia; Instructional Effectiveness; *Interactive Video; International Programs; *Research Needs

This paper posits that exploration of and judgment about distance learning at this point in time require the examination of three interrelated topics: (1) What new forms and images for school have been created and tried? (2) What issues arise as experiments in distance learning are developed and maintained? and (3) What is the effect of these forms on the quality of learning and the social fabric of schooling? The report then describes a general framework for thinking about work thus far in distance learning, and provides a brief synthesis of five categories of issues that have arisen, i.e., issues of technology functioning, community creation and definition, discourse, activity definition, and quality control. It is noted that indicators of the effective integration of technologies in schools include such features as emphasis on thinking rather than memorizing, collaborative work, engagement with complex tasks and projects, differentiated roles for teachers, and access to and active integrated use of a wide variety of resources. Four different exemplars of distance learning experiments and projects are briefly described, i.e., national and international collaborative scientific activity through the networking projects of the Technical Education Research Centers; writing about problems investigated by participants in a networked Global Issues Learning Circle and library patrons are essential to the effort to preserve and expand library services in this rural area, the consortium has already taken several steps toward implementing such programs. (Contains 19 references.) (KRN)

ED 349 985 IR 054 164

Weiner, J. Stephanie; Collins, Peggy Cooper
Rebuilding a Test Collection.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cataloging; *College Libraries; Databases; Higher Education; *Interdisciplinary Approach; Library Circulation; *Library Collection Development; Surveys; *Tests
IDENTIFIERS- Library Policy; Library Procedures; *Special Collections (Library); *Western Oregon State College

Two librarians at Western Oregon State College, a small liberal arts institution serving 4,000 students, rebuilt the library's test collection in 1990 and, in the process, broadened it beyond its traditional education and psychology emphasis into an interdisciplinary collection. At the outset, the project received generous funding and an annual line item slot for test materials was assured. With input from key education faculty members, the librarians reviewed the existing collection, which was largely the result of random donations from faculty. Faculty from the Departments of Education, Psychology, Physical Education, Criminal Justice, Sociology, Business, English as a Second Language, Special Education, Clinical Child and Youth Work, Teaching Research, and Student Development were surveyed and met together to provide input into new test selection. The librarians developed a collection database to facilitate cataloging, test processing procedures, and new test collection and circulation policies and procedures. The timeframe was less than six months. This report provides background information on the college, detailed descriptions of the rebuilding process, and recommendations for maintaining the collection. Appendices include the faculty survey form; the database format used in cataloging tests; and test collection circulation policies, procedures and forms. (Contains 52 references.) (KRN)

ED 349 986 IR 054 165

Hudson, Judith; And Others
Women's Studies Indexing Project.
PUB DATE- Jul 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstracts; Content Analysis; *Indexes; Library Material Selection; *Periodicals; Publishing Industry; Research Reports; *Womens Studies
IDENTIFIERS- *Feminist Scholarship; *Indexing and Abstracting Services

As the literature of women's studies has grown, so has the number of journals that might be characterized as women's studies journals. Today between 100 and 200 English language women's studies journals are available. Access to many of them is limited because they are not indexed at all or inadequately reading program for children and adolescents. The overall theme of the program is "Grins and Giggles at the Library," and the two dinosaurs, Grins and Giggles, appear in clip art and promotional materials that come with the guide. The first section of the guide covers overall planning and promotion. It includes a planning checklist, sample news releases, clip art, and suggestions for opening and closing ceremonies. The second section describes ideas for decorating the library around the summer reading theme. The remainder of the guide provides ideas and resources for planning story times. The resources are divided by seven age groupings: toddlers; preschool-kindergarten; first-third grades; fourth-fifth grades; sixth grade; young adult; and all ages. Story-time plans are built around a specific theme, and four to five plans are provided for each of the first five groups. Plans include suggested readings, poems, activities, crafts, songs, and audiovisuals. Directions for most of the crafts are detailed and include graphics. Additional activities, coloring pages, crafts, jokes, poems, songs, and stories are included in a separate section. Annotated bibliographies list selected books arranged according to age group and then according to type, including humorous poetry, songbooks, craft ideas, and selected audiovisual materials. Resources for supplies, incentives, and decorations are also listed. (KRN)

ED 350 005 IR 054 189

School Libraries in a Diverse World: Providing the Personal Touch. Proceedings of the Annual Conference of the International Association of School Librarianship (20th, Everett, Washington, July 22-27, 1991).
PUB DATE- May 92
NOTE- 235p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Conferences; Cross Cultural Studies; Cultural Pluralism; Elementary Secondary Education; Foreign Countries; International Organizations; *Learning Resources Centers; Library Associations; Library Education; Library Research; Library Role; Library Services; *Media Specialists; Reading Research; *School Libraries; Whole Language Approach
IDENTIFIERS- *International Association of School Librarianship

This report of proceedings contains 28 papers that were presented at an international conference on schoool librarianship. The papers are: (1) "Multi-Ethnic Materials for Children and Young Adults in a Changing World" (Spencer G. Shaw); (2) "Eating Computers" (Dean Marney); (3) "Literature, Reading and the School Library Resource Centre in a Multicultural Society" (Ronald A. Jobe); (4) "The World of Nigerian Children's Literature" (Virginia W. Dike); (5) "Report from Tokyo Association of High School Teacher-Librarians" (Ikuko Sagae); (6) "Cooperative Learning in the Library Media Center" (Catherine C. O'Hara); (7) "The Evolution of the School Library" (Donald Hamilton); (8) "Partnership Stories" (Jean Eisele, Tammy Guenther, and Wendy Freundlich); (9) "Solving Information Problems at the Junior High Level" (Glen Johnson); (10) "A Study of Reading Habits of High School Students in America, Singapore and Japan" (Yasumiti Sakaguti); (11) "Distance Education for School Librarians" (Diljit Singh); (12) "Foresight, Insight, Hindsight" (S. J. Farmer); (13) "IASL: A Role in Research?" (Laurel A. Clyde); (14) "School Library Research" (Sigrin Klara Hannesdottir); (15) "A Review of

Fe Community College (New Mexico) is documenting a preschool education training program which develops high literacy skills; (4) Luna Vocational Technical Institute (New Mexico) is producing a video about their literacy program which employs art activities; (5) UNM-Gallup is documenting its curriculum for Native American preschool teachers emphasizing basic skills in math and English; (6) SJC is developing materials on approaches to collaborative learning in multicultural classrooms; and (7) Northern New Mexico Community College and UNM-Valencia are establishing early childhood programs which will experiment with materials developed by the consortium. (MAB)

ED 350 022 JC 920 456

Isonio, Steven
Mid-Term Assessment of English 10 Students: A Comparison of Methods of Entry into the Course.
PUB DATE- Aug 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Rating; *Basic Writing; *College English; Community Colleges; Comparative Analysis; Courses; *Educational Testing; English; English Instruction; Predictive Validity; Prerequisites; *Remedial Programs; *Student Evaluation; *Student Placement; Success; Two Year Colleges; Two Year College Students; Writing Instruction
IDENTIFIERS- College Board Assessment and Placement Services; English Language Skills Assessment; Stanford Test of Academic Skills

In spring 1992, a mid-term assessment of English 10 students was conducted at Golden West College, in California, in order to compare four course placement methods. English 10, "Writing Essentials," is a nontransferrable course which focuses on paragraph writing and grammar review in order to prepare students for entry into English 100. Students enrolled in the spring semester had been referred to the course via the following placement methods: the Stanford Test of Academic Skills (TASK); the College Board Assessment and Placement Services (APS); the English Language Skills Assessment (ELSA); and by teacher recommendation. Half way through the semester, all English 10 instructors were asked to rate their students on a scale of one (i.e., the student appears to have none of the skills necessary for success in the class) to four (i.e., the student appears to have all of the skills necessary for success). In all, ratings were returned for 302 students from 10 sections of English 10, or nearly half of the sections offered. Study findings included the following: (1) 76.5% of the students in the sample were rated by their instructors as having all or most of the skills necessary for success, representing about 23 students in a typical class of 30; (2) 82.1% of the students placed in English 10 by tests were rated as having all or most of the skills required, compared to 61.8% of those placed in the course by instructor recommendation; (3) APS placements had the greatest proportion of successful mid-term ratings (87.6%), followed by TASK (76.7%), and ELSA (60%). Study implications, recommendations, and data tables are provided. (MAB)

ED 350 023 JC 920 468

DESCRIPTORS- *Black Students; Career Counseling; College Preparation; Community Colleges; Educationally Disadvantaged; *High School Seniors; *Hispanic Americans; *Males; *Mentors; Minority Groups; Peer Groups; Program Descriptions; Self Esteem; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Cumberland County College NJ

During the 1991-92 academic year, Cumberland County College (CCC), in New Jersey, initiated a mentor program to encourage enrollment of male minority high school seniors in postsecondary institutions. Twenty Black and Hispanic males in their senior year of high school participated in the program; all 20 were accepted to an accredited college before they received their diplomas. The project began with recruitment of mentors from among CCC minority male students who had graduated from local high schools. Recruitment efforts included individual letters sent to all prospective mentors, as well as a notice in the school newspaper and a campus flyer. Mentors were selected based on their having completed at least 12 credits at CCC while maintaining a minimum grade point average of 2.0 on a 4-point scale. Selected mentors received mentoring materials and attended a 2-hour training workship. To recruit mentees from area high schools, a college counselor conducted workshops at each school in Cumberland County, and also met individually with students to discuss their post-high school plans. Prospective mentees were also referred to the program by high school guidance personnel. The program included the following activities: (1) trips to the CCC campus; (2) a mini-conference at CCC for mentors and mentees to become acquainted; (3) a campus tour and attendance at mentors' college classes; (4) regular weekly contact with mentors in person or by telephone; (5) completion of interest surveys; (6) career awareness and self-esteem building workshops; and (7) a group trip to a historically black college. Eleven of the 20 participants selected CCC as their college of choice. (PAA)

ED 350 039 JC 920 491

Crowe, Richard
EcSL: Teaching Economics as a Second Language.
PUB DATE- 27 Mar 92
NOTE- 45p.; Paper presented at the Annual Meeting of the Midwest Economics Association (56th, Chicago, IL, March 26-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Concept Teaching; Curriculum Design; Economics; *Economics Education; English (Second Language); *Individualized Instruction; *Instructional Innovation; Learning Theories; Participant Satisfaction; Second Language Instruction; Student Evaluation of Teacher Performance; *Teaching Methods; Two Year Colleges; Two Year College Students
IDENTIFIERS- Hazard Community College KY; *Microeconomics

Hazard Community College, in Kentucky, has implemented a new instructional methodology for economics courses called Economics as a Second Language (EcSL). This teaching approach, based on the theory of Rendigs Fel that the best model for learning economics is the foreign language classroom, utilizes strategies similar to those employed in English-as-a-Second-Language instruction. The EcSL method views effective teaching as providing students with the higher learning levels of

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Capital Outlay (for Fixed Assets); *Community Colleges; Costs; *Educational Facilities; *Educational Facilities Improvement; *Educational Facilities Planning; Facility Case Studies; Facility Inventory; *Facility Requirements; Questionnaires; School Maintenance; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Deferred Maintenance; *Illinois Community College System

In February 1992, a survey was conducted of all 50 public colleges in the Illinois Community College System (ICCS) to gather information pertinent to the condition of the colleges' physical plants, such as financial data for fiscal year (FY) 1991 and budget estimates for FY 1992. Results of the survey, based on responses from 42 of the colleges, included the following: (1) the total replacement cost for the responding colleges was $1.51 billion for on-campus facilities, and $34.3 million for college-owned branch campus and extension centers; (2) the average replacement cost per gross square foot was calculated at $87, a figure lower than anticipated due to the colleges' extensive use of "temporary" buildings; (3) over 37% of the campuses indicated that efforts had been made to determine the extent of the deferred maintenance problem, with 66% using facilities audits, and the remaining 34% using life cycle component evaluations and other methods; (4) most ratings of the condition of campus buildings fell in the "adequate" category, while those of college infrastructure fell in the "needs some modification" category; (5) over half of the colleges indicated that their infrastructure had some "urgent need" for maintenance or renewal; (6) the colleges had budgeted a total of $13.4 million for renewal and replacement for FY 1992, a figure 26% higher than actual expenditures in FY 1991; and (7) systemwide, an estimated $32.9 million was needed to ensure that no deferred maintenance backlog existed at the end of FY 1992. An overview of the ICCS, the survey instrument, and a list of the responding colleges are appended. (MAB)

ED 350 056 JC 920 512

Community College Students Completing Selected Occupational Programs in Fiscal Year 1991. Follow-Up Study.
PUB DATE- Oct 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; *Community Colleges; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Participant Satisfaction; Program Evaluation; Salaries; Self Evaluation (Groups); Student Educational Objectives; Tables (Data); Technical Education; Two Year Colleges; *Vocational Education; Vocational Followup; Wages
IDENTIFIERS- *Illinois Community College System

In March 1992, 1,947 fiscal year 1991 graduates of selected occupational programs in the Illinois Community College System were surveyed concerning their objectives for attending college, current educational status, present employment status, salary, employment start-up, geographic location of employment, and satisfaction with their employment and the educational program they had completed. A total of 1,128 graduates completed usable surveys for a 57.9% response rate. Study other sensory skills by means of their participation in daily household routines. In the next article, Nico van Oudenhoven contends that street games are educational, easy to understand, and played by children all over the world, and that they play a vital role in the physical and cognitive development of children in developing countries. Then, in an article on a community in the Tunisian Sahara, Jean-Pierre Rossie describes a variety of games, reflects on the community's social structure and culture, and argues strongly for further scientific study of games. Next, Ananda W. P. Guruge describes a family-oriented preschool education program for the home that was developed by the Australian government. Finally, Andre Michelet traces the history of the instructional use of two types of puzzles, providing a psychological analysis of each. All articles are in French. (AC)

ED 350 073 PS 020 589

Serow, Robert; And Others
Year-Round Education Program: Evaluation Report.
PUB DATE- Mar 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Comparative Analysis; Elementary Education; *Parent Attitudes; *Participant Satisfaction; Program Evaluation; Questionnaires; Scores; Surveys; *Teacher Attitudes; *Year Round Schools
IDENTIFIERS- *Wake County Public School System NC

In 1991, graduate students at North Carolina State University conducted an evaluation of the first 2 years of the Year-Round Education (YRE) Program of the Wake County Public School System. The evaluation involved surveys of 350 parents and 42 teachers that assessed their satisfaction with the program, and brief group interviews with 12 randomly selected students from grades three through five. There was a response rate of 82% for the parent survey and 81% for the teacher survey. Almost all parents, and all teachers, indicated that the multitrack YRE calendar was suitable for their lifestyles. Asked to compare YRE with a traditional calendar, 95% of parents and 97% of teachers indicated that YRE programs better meet the needs of children; 83% of parents and 97% of teachers believed that YRE better promotes the development of the whole child; 60% of parents agreed that child care or supervision can be provided more adequately in a YRE program; and 56% of parents and 67% of teachers felt that extracurricular activities and special events were accommodated better in YRE. Changes over time in students' standardized achievement test scores were compared for YRE students and a roughly equivalent group of students attending schools with standard schedules. There were no significant differences between the achievement test scores of YRE students and a similar population of students at traditional schools. Survey instruments and item-by-item results are included. (AC)

ED 350 074 PS 020 613

Embracing Our Future: A Child Care Action Agenda.
PUB DATE- 92
NOTE- 110p.; Report of the Boston Foundation Carol R. Goldberg Seminar on Child Care (3rd, Boston, MA, 1990).
LANGUAGE- English

entitled "Turning Points: Preparing American Youth for the 21st Century." That report called for the transformation of early adolescent education by: (1) creating a community for learning in the schools through increased interaction between teachers, parents, and students; (2) teaching a core of common knowledge and ethics; (3) ensuring success for all students by expanding learning opportunities for students at all levels; (4) empowering teachers, administrators, and parent groups; (5) preparing teachers specifically for the middle grades; (6) improving academic performance through improving students' health and fitness; (7) reengaging families in the education of their children; and (8) connecting schools with the communities they serve. The paper places particular emphasis on the role that families can play in each of these areas. It is suggested that middle-grade schools can reengage families by offering parents meaningful roles in school governance, by keeping parents informed, and by offering families opportunities to support the learning process at home and at school. Ten schools in Arkansas received grants to implement the Carnegie Council's eight recommendations. A number of proposals by the Arkansas State Department of Education to implement a middle grade assessment program in that state's schools are discussed. (MDM)

ED 350 092 PS 020 700

De Los Santos, Lisa A.
Integrating Montessori and Whole Language Philosophies: Methods of Reading in English as a Second Language Classrooms.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Elementary Education; *English (Second Language); Manipulative Materials; *Montessori Method; *Reading Instruction; Second Language Instruction; *Whole Language Approach

Following a summary of research pertaining to the Montessori and Whole Language philosophies, this paper examines similarities between the two philosophies. Both philosophies are based on holistic learning, use cross-cultural materials, and stress the teacher's role as a facilitator within the classroom environment. The relationships of the Montessori and Whole Language philosophies to the reading process are then considered. Topics addressed include children's need to be exposed to a variety of teaching methods and the integration of reading and writing in the language arts. A discussion of methods of teaching reading in English as a Second Language classrooms considers the use of touch, sight, and sound; environments that encourage children to develop independence; the use of mixed ability groups; and lessons that involve interpersonal interaction. An appendix describes materials in the Montessori method which teachers can use to teach reading. A list of 21 references is provided. (SM)

ED 350 093 PS 020 718

Levitt, Mary J.; And Others
Social Networks in Childhood and Early Adolescence: Structure and Function.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April

York, and Florida. Appendices include the interview questions for participants in the session; fact sheets to be filled in for programs; a reading list for work session participants; definitions of commonly used terms; and an outline of the planning process used to create action plans. (SM)

ED 350 111 PS 020 880

Fontaine, Denis
Evaluating Health Action in the Third World.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Community Health Services; Developing Nations; *Evaluation Methods; Foreign Countries; Health Personnel; *Health Programs; Medical Care Evaluation; Mortality Rate; Nutrition; Professional Training; Program Effectiveness; *Program Evaluation; Program Implementation; *Public Health
IDENTIFIERS- Morbidity; Program Objectives; Service Utilization

The theme of this serial issue is helping individuals involved in community health programs at the local level to devise and apply a protocol for the evaluation of a community health program. In the opening sections of the issue evaluation is defined, the difference between a direct quantifying measure and an indicator is clarified, obstacles to accurate evaluation are identified, and steps in an evaluation process are outlined. This is followed by a section concerned with evaluation of program action, which addresses the financial, material, and human resources of a program; the amount of planned activity that was accomplished; and program implementation variables, such as the population that was served by the program. Indicators which are particularly useful in evaluating health programs are also discussed. The next section, on evaluation of program effects, addresses program results, or which specific objectives were met; the overall program impact upon the target population; and the strategy used by the program to implement its goals. Two other sections discuss indicators useful in evaluating health programs (these include availability, accessibility, utilization, and quality of service); and evaluation of the training and supervision of health service personnel. A final section dealing with evaluation of the health status of a population, points out that surveys of indicators of morality, morbidity, and nutrition are required. Interspersed throughout the issue are six self-evaluation exercises, answers to which are provided at the end of the document. A 15-item list of English and French publications for further reading is provided. (BC)

ED 350 112 PS 020 881

Boulon-Diaz, Frances
The Effects of Intelligence, Social Class, Early Development and Pre-School Experience on School Achievement of Puerto Rican Children.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 14-18, 1992).
LANGUAGE- English

(052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Languages; American Indian Reservations; *American Indians; *American Indian Studies; *Federal Indian Relationship; Instructional Materials; Tribal Sovereignty; Tribes
IDENTIFIERS- *Oregon

This guide focuses on the heritage of Oregon Native people by discussing their ancient habitation, their historical lifeways and the disruption of those lifeways by Euro-American settlement and federal policies, and their continuing role in the state. The guide consists of 18 essays organized into 3 sections. The first section consists of five essays that discuss the traditional lifeways and languages of Oregon Indians in four geographic regions: the Coast, the Columbia Plateau, the Interior Valleys, and the Great Basin. These essays illustrate the Natives' adaptation to the land, solutions to the problems of social organization, and their views of the world. The second section consists of four essays that discuss federal-Indian relations from the time of Euro-American settlement, misconceptions about Indians, Oregon Indians today, and the importance of tribal speakers in the perpetuation of tribal sovereignty. The third section consists of nine essays which describe the history of the nine federally recognized Indian tribes native to Oregon and the projects each tribe undertook to recapture its lost heritage. The document includes information about the writers and contributors; credits for maps, illustrations, and photography; selected readings; and information about the Oregon Council for the Humanities. (LP)

ED 350 130 RC 018 801

Christensen, Rosemary Ackley
Tribal Peoples of Turtle Island in Their Struggle with the Education System of the United States: A Focus on Tribal People of the Midwestern Woodlands.
PUB DATE- 18 May 90
NOTE- 22p.; Paper presented at the Congreso Mundia De Arguelogia 2, WACII (Barquisimento, Venezuela, September 4-8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indians; Change Agents; *Cultural Awareness; *Educational Change; Educational Improvement; *Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; *Futures (of Society); Racial Bias
IDENTIFIERS- *Minnesota

While criticizing misconceptions and bias about American Indian history and culture, this paper suggests that American Indians should make efforts to better the lives of their children by changing the educational process. In Minnesota, the Indian School Council in 1989 recommended that a public school district be established and controlled by American Indians. The bill failed in the Education Conference Committee of the Minnesota legislature. The passage of this bill would have been a positive step in improving the education of American Indian children. A target school, established in 1989 for American Indian children in Minneapolis (Minnesota), centralizes students to provide the help they need. There is a waiting list

Grade.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Grade 1; *Kindergarten; Preschool Teachers; Primary Education; Questioning Techniques; Science Education; *Science Instruction; *Time Factors (Learning)

One of the reasons the last overhaul of science teaching in American schools failed is because no research had been conducted investigating how elementary school teachers were actually teaching. This report describes a study that sought to answer questions concerning science instructional practices in kindergarten and first grade. Nine full-day observations were made of 27 kindergarten and 18 first-grade classes to discover how and how much science is being taught in these classrooms. The amount of time spent in science activities and the types of teacher interactions during these activities was recorded. Kindergarten teachers were found to average from 0 to 28 minutes teaching science, while first-grade teachers averaged from 1 to more than 15 minutes of science instruction during a typical day. Analyses of the teacher-directed interactions revealed that about 40% of the interactions involved questions to be answered from the children's background knowledge, over 25% were procedural, 11% were reviews of material presented previously, 7.5% were answered in texts, and 4% were oral reading turns. No significant differences were found among teachers in regard to children's performance on the three tests designed specifically for the study. (Contains 28 references.) (Author/PR)

ED 350 148   SE 052 767

Hastings, C. Nicholas; And Others
The Development and Testing of Measures To Assess Science Concept and Process Acquisition in First-, Second-, and Third-Grade Students.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Comparative Testing; Educational Status Comparison; *Elementary School Science; Norm Referenced Tests; *Primary Education; *Science Education; Science Tests; *Test Construction

In the last few years, numerous reports have pointed to the overall lower achievement of American students in science, particularly in the physical sciences, when compared to American students of the last two decades and to students from other countries. While there is reason to believe that American elementary school children are taught less science than are children in other countries, there is also reason to believe that the tests used to measure American children's knowledge of science concepts and processes are inadequate. As part of a longitudinal study of concept acquisition, the study examined existing measures of science concept acquisition and found them radiation protection; (16) hazards of repository radiation; (17) factors that increase or decrease exposure to radiation; (18) radiation dose to nearby people; (19) Americans' average personal radiation exposure; (20) plans for safe transportation; (21) shipping nuclear waste by road, rail, or combination of the two; (22) state and local government involvement; (23) DOE and communication with the public; (24) challenges involved with a repository; and (25) answers to some frequently asked questions. (MCO)

ED 350 165 SE 053 218

Glatzer, David J.; Choate, Stuart A.
Algebra for Everyone: In-Service Handbook.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Algebra; Educational Objectives; Enrichment Activities; Equations (Mathematics); High Schools; *Inservice Teacher Education; *Learning Activities; Mathematical Applications; Mathematical Enrichment; Mathematical Formulas; Mathematics Education; *Mathematics Instruction; Multiplication; Problem Solving; Review (Reexamination); *Teaching Methods; *Workshops
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

This handbook is intended to provide mathematics curriculum leaders and supervisors with discussion and related activities central to a presentation of algebra for teachers of students with a history of lower academic achievement and who are part of our underserved populations. The handbook: (1) deals with general algebra activities; (2) focuses on the importance of placing algebra in an application context; (3) addresses necessary prior skills for students; (4) discusses expectations of and for students; (5) contains activities for the maintenance and extension of skills; (6) discusses what it takes to be successful in algebra; and (7) emphasizes that any workshop based on these materials is to be participatory. After discussing general considerations in developing a workshop and the nature of a good activity, the handbook presents ideas that can be employed to teach general ideas such as justifying the steps in a process, reversal activities, and where to start the problem. Activities to teach the concepts of sum, product, equations, and formulas are also included. Other sections include activities for review, a summary of the document, and a bibliography and resource list. (Contains 17 references.) (MDH)

ED 350 166 SE 053 226

New Jersey's Core Course Proficiencies: Mathematics.
PUB DATE- May 90
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Algebra; *Core Curriculum; Equations (Mathematics); *Geometry; High Schools; *Mathematics Curriculum; Mathematics

popular teacher's handbook of the time, "Mistakes in Teaching" by James Laughlin Hughes. The main principles of social education, as conveyed in Hughes's book, were critical inquiry, citizenship education, and personal development. These principles presented a powerful rationale in the late 1800s for the inclusion of social subjects in the curriculum. These same principles remain pertinent to today's efforts to revitalize the social studies curriculum. (DB)

ED 350 184 SO 021 851

Scrofani, E. Robert; Johnston, Anne
The French Revolution.
PUB DATE- Jun 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; *Geography Instruction; High Schools; Instructional Materials; Learning Activities; Skill Development; Social Studies; Units of Study; *World History
IDENTIFIERS- *French Revolution

This 10-day unit on the French Revolution is designed to help high school students understand the interplay of economic, social, and political forces in the process of revolutionary change, and the development of modern democratic forms of government. Critical thinking and geographic skill activities are employed throughout the unit and include map and diagramming exercises, role playing, writing essays, and analyzing primary documents. All the materials necessary for the completion of this unit are provided. (DB)

ED 350 185 SO 021 862

Chamberlain, Mariam K.
Women in Academe: Progress, Prospects, and a Future Agenda.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement; Consciousness Raising; Educational History; *Females; Higher Education; Opportunities; Social Change; *Women Faculty; *Womens Education; Womens Studies

This study assesses the changes that have taken place in the status of academic women by examining their experiences and achievements as students, as faculty members, and as administrators. The study looks at issues and environmental factors of special concern to women, such as affirmative action policies and practices, the role of women's colleges, the growth and influence of women's studies, the emergence of women's research and resource centers on campus, and the activities of women's committees and caucuses in professional associations. The findings of the study are reported in terms of major achievements, partial achievements, and future tasks. (KM)

ED 350 186 SO 021 883

Nordgren, James L.

Educational Research; Grade 11; High Schools; *Instructional Effectiveness; Learning Strategies; *Social Studies; Teacher Effectiveness; Teaching Methods; *Teaching Styles

Recent social studies research has been lacking in qualitative examinations of life in secondary social studies classrooms. Although there have been a number of suggestions as to how instruction in high school classrooms should proceed, it is rare to find a detailed description of how students actually are taught in such classrooms. This study was intended as an attempt to document and describe as accurately as possible what does go on in some secondary level social studies classrooms, and in particular to try to identify those techniques and behaviors of teachers that are particularly effective in helping students learn. Four 11th grade U.S. History classes, located in a large urban high school (grades 9-12) on the west coast of the United States, were observed unobtrusively at least twice a week over a 4-month period. A daily log was kept in which the activities, comments, and behaviors of students and teacher were recorded. In addition, discussion flow-charts, performance checklists, and rating scales were prepared and used when appropriate. Students were given questionnaires in which they were asked to describe the frequency with which various activities were used in the classroom. Lastly, in-depth interviews, using a structured interview schedule form, were conducted with each teacher as well as a randomly selected sample of five students. This research is not intended to suggest that what goes on in the four examined classrooms is typical; rather, the intent is to convey a thorough portrait of these four particular classrooms. A 24-item list of references is included. (DB)

ED 350 210   SO 022 346

Compendium of Curriculum Projects for 1991 Fulbright-Hays Seminars Abroad Program: Ancient and Modern Egypt and Israel, June 20-22, 1991.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 318p.; Some materials may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Elementary Secondary Education; Foreign Countries; *Global Approach; Instructional Materials; *Multicultural Education; Social Studies; Study Abroad; *Teacher Developed Materials; Travel
IDENTIFIERS- *Egypt; Fulbright Teacher Exchange Program; *Israel; Middle East

These curriculum projects were produced by teachers who traveled to Egypt and Israel as part of the Fulbright-Hays Seminars Abroad Program. The materials developed by the educators were: Activities and Bibliography of Resources to Promote Student Involvement in a Class Study of Egypt and Egyptian Culture (Edith Baxter); Egypt at the Crossroads of Civilization: The Old Ways Change (Charlotte Nasser Byrd); A Comprehensive Unit on Israel for Sixth Graders Using the Five Themes of Geography (Joy Campbell; Janet Rinehart); Jerusalem: City of Peace (Frances S. Dubner; Bella Frankel); Eight-Year Old Mohammed Travels the Nile--Primary Grades Curriculum on Egypt (Monty Hawks); Taking Many Steps through Ancient and Modern Israel and Egypt (Tonya Houser); Lesson Plan: The Rise of Nazism and World War II--Stereotyping and the Holocaust (Jim Kelly); Promote care centers for parenting teens. The recommendations comprise bill drafts and suggestions for the executive branch. Nine appendices are included. (DB)

ED 350 232 SO 022 496

UNESCO in Asia and the Pacific: Report on the 1988-89 Activities in Education of the Unesco Principal Regional Office for Asia and the Pacific.
PUB DATE- 90
NOTE- 232p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Development; Educational Policy; Elementary Secondary Education; Foreign Countries; International Cooperation; *International Education; *International Organizations; *International Programs
IDENTIFIERS- *Asia Pacific Region; *UNESCO

This two year report for 1988-1989 provides a summary of all program activities carried out by the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) during this period. Separate reports for 1988 and 1989 are included, and each contains the same three parts. Part 1 discusses the major programs undertaken by PROAP; these include Education for All; The Formulation and Application of Education Policies; Education, Training, and Society; and Peace, International Understanding and the Rights of Peoples. Part 2 describes the inter-country operational programs conducted by PROAP. Part 3 lists, by country, the projects supported by UNESCO in association with external sources of funding. An annex that lists PROAP publications produced in 1989 is included. (DB)

ED 350 233 SO 022 497

Economics in Asia: Status Reports on Teaching and Research in Nine Countries. RUSHSAP Series on Occasional Monographs and Papers, 14.
PUB DATE- 85
NOTE- 420p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Developing Nations; *Economics Education; *Educational Development; Educational History; Educational Policy; Foreign Countries; Higher Education; *International Education; *National Surveys; Social Science Research
IDENTIFIERS- *Asia Pacific Region

This book contains reports on the teaching of and research in economics in nine countries: India, Indonesia, Malaysia, Nepal, the Philippines, Republic of Korea, Sri Lanka, Thailand, and Viet Nam. Each report covers the historical development and growth of the discipline in the country; the development of infra-structures for teaching and research; and major trends in research and problems associated with the development of the profession. An introductory essay provides an overview of economics in the Asia Pacific region. (DB)

ED 350 234 SO 022 548

solutions. The elements provide a format for analyzing issues in leadership as they apply to teachers and the process of instructional leadership. Formal and informal leadership are exercised by both principals and teachers; conflict of some kind is necessary for the emergence of effective leadership; and people must have common issues which need resolution. Essential to the leadership-empowerment cycle is having more than one leader. Though there may be one designated leader, there are other informal leaders. An ethical response to conflict is necessary in the leadership-empowerment cycle, with the leader responding in terms of group ethics and values. Implications for further study include the need to discover teacher leadership skills in a broadly based sampling of teachers who are mentors, members of school leadership or site-based management committees, more experienced teachers, teacher trainers, administrative interns, department chairpersons, specialized subject area teachers, and band and athletics directors. (SM)

ED 350 254 SP 033 887

Gliessman, David H.
Using Student Remembrances of School in a Preservice Teacher Education Course: Exploratory Studies.
PUB DATE- 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Education; Higher Education; Memory; Personal Narratives; Preservice Teacher Education; *Prior Learning; *Reminiscence; *Student Attitudes; *Student Experience; *Teaching Methods
IDENTIFIERS- *Preservice Teachers

Two studies explored the use of students' remembrances of school during preservice elementary education pedagogy courses. The studies assumed that cognitive schemas activated by writing remembrances would mediate the influence of experience on the interpretation of course content. The studies examined what kind of school experiences preservice educators reported in their remembrances and what influences the remembrances had on their interpretation of classroom events. Students wrote about a pleasant and an unpleasant elementary school remembrance. In study one, the focus was on the extent to which students thought about their school experiences in interpreting a hypothetical elementary classroom event (cheating). In study two, some students were asked to write extended remembrances. In both studies, students had to choose either supportive or restrictive actions to deal with classroom episodes. They shared their reactions to the application of reward and punishment concepts to classroom management problems. Results indicated that students whose written remembrances were related to the hypothetical classroom event and those whose remembrances were unrelated to the same event interpreted the event differently. Students in study two had positive perceptions of the value of writing and sharing remembrances, particularly extended remembrances, suggesting that the activity is instructionally useful. (SM)

ED 350 255 SP 033 896

Stolworthy, Reed L.

DESCRIPTORS- Classroom Research; *Context Effect; Conventional Instruction; *Creative Teaching; *Educational Practices; Elementary Secondary Education; Epistemology; Excellence in Education; Experiential Learning; *Inquiry; Learning Processes; Learning Strategies; Literature Reviews; *Teacher Student Relationship; Traditional Schools
IDENTIFIERS- Dewey (John); Goodlad (John I); *Model Characteristics; National Education Goals 1990; *Reform Efforts

This paper examines the context from which educational reform is approached and suggests that rather than restructuring the traditional educational model, rethinking that model might be more appropriate, particularly the model of the classroom. Drawing throughout on insights from the writings of John Dewey and John Goodlad, the paper has a threefold focus: the classroom as a community of inquiry, differences between a community of inquiry and the traditional classroom, and how a community of inquiry develops an individual's ability to think critically. The distinguishing characteristic of a community of inquiry is recognition of the student as an active participant in his/her learning, working cooperatively with other members of the community who question each other and urge each other to push deeper and harder into issues. The traditional model finds education primarily concerned with the accumulation of information passed from teacher to student, with knowledge presented as something that accurately mirrors the world and can be transmitted clearly and precisely from one individual to another. In a community of inquiry, knowledge is seen as something emerging from the dialogue. Reform efforts require reflection upon practice within the context of students' lives, and teachers must ask themselves whether the pedagogy they are using promotes the status quo or is a practice by which individuals learn to deal critically and creatively with their experiences. (LL)

ED 350 274 SP 034 059

Cooper, Arnold
Bearing Witness: A Seminar on Cultural Diversity for Teachers.
PUB DATE- Jun 92
NOTE- 9p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Consciousness Raising; *Course Content; Course Objectives; *Cross Cultural Studies; Cultural Awareness; *Cultural Differences; Higher Education; Introductory Courses; Preservice Teacher Education

This paper describes a course designed for first year college students, including prospective teachers, entitled "Cultural Diversity in America." Its major goal is to raise consciousness about cultural differences and encourage students to articulate their own cultural perspectives. Based on the premise that knowledge about pluralism enhances one's capacity to live with, accept, and appreciate diversity, the course consists of two components: (1) acquainting students with issues of race, class, and gender through a study of scholarly essays; and (2) acquainting students with the perspectives of a selected number of ethnic groups through the study of minority-authored autobiographies. Evaluative measures include a formal assessment instrument, three essay examinations, and a critical analysis paper. (LL) selected case study text was integrated with a learning theory text in a sophomore-level educational psychology course. Students (N=17) were provided with vignettes of teaching dilemmas and challenged to apply a variety of educational theories to possible solutions, thereby reinforcing the connection between theory and practice. Students discovered that the case study method was also a powerful vehicle for communicating their own personal experiences and concerns about teaching. The document explores case study implementation, professor perspectives, student perspectives, and applications to Bloom's taxonomy. (LL)

ED 350 293   SP 034 103

Mostert, Mark P.; Nuttycombe, Deborah G.
Prospective Teachers' Perceptions of a Teaching Episode.
PUB DATE- Nov 91
NOTE- 24p.; Revised version of a paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, November 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Seniors; College Sophomores; Comparative Analysis; *Critical Viewing; *Education Majors; Elementary Secondary Education; Higher Education; *Lesson Observation Criteria; Microteaching; Preservice Teacher Education; *Teacher Effectiveness; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Preservice Teachers

There are differences in how preservice, novice, and expert teachers view effective teaching. This study traced conceptual changes among preservice teachers at different points in their preparation; investigated whether there were differences in perceptions of students in the elementary and secondary programs; and examined how second and fourth year preservice teachers (N=33) viewed teaching by asking them to observe and critique a videotaped lesson taught by former Secretary of Education William Bennett. Students took observation notes while viewing the lesson, and wrote short critiques identifying instances of effective teaching and instances of less effective teaching. Content analysis of their critiques revealed no discernible differences between elementary and secondary education majors. However, comments differed both in quality and frequency for second-year compared to fourth-year students; second-year students noted surface characteristics of the lesson and appeared more subjective in their judgments of the observed teaching process; fourth-year students demonstrated more objectivity, linking their perceptions to the teaching process rather than the teacher. Studies such as this one may suggest ways of imparting expert traits to preservice teachers at an earlier phase of their development. (LL)

ED 350 294   SP 034 104

Morris, Vivian Gunn
Preparing Minority Students To Be Teachers in the 1990's and the 21st Century: A Working Paper.
PUB DATE- May 90
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; *Community Colleges; *Demonstration Programs; Elementary Secondary Education; Equal Education;

Grade 1; Grade 3; Grade 4; *Holistic Approach; Intermediate Grades; *Portfolios (Background Materials); *Scoring; *Student Evaluation; *Writing Evaluation; Writing Improvement
IDENTIFIERS- *Large Scale Programs; Performance Based Evaluation

The use of portfolio assessment as a method of evaluating the writing competence of elementary school students was studied. The study contained two components: (1) an empirical study of the utility and meaningfulness of using an analytic rubric developed for the evaluation of traditional writing samples to score student portfolios; and (2) a qualitative analysis of scoring approaches, drawing on raters' critiques of the analytic scoring approach. Data came from 5 portfolios for grade 1, 23 portfolios for grade 3, and 6 portfolios for grade 4. The rubric used was a well-motivated and well-researched method. The three raters were experienced in the scoring rubric. Results provide some support for the values of a well-motivated writing rubric both for samples of classroom writing and for portfolio collections. Results indicate that, when compared to traditional writing assessment, holistic ratings of class work and of portfolio collections can be achieved with a high level of rater agreement and the ratings can discriminate among grade level and genre differences in students' competence. Raters raised several concerns about portfolio design, emphasizing that the design of a rubric must be coordinated with the design of the portfolio collection. The importance of considering domains of assessment and the utility of portfolios for large-scale assessment are discussed. One table and 22 references are included. (SLD)

ED 350 313 TM 019 008

Lang, Michael H.; And Others
Does the Mean Score Mask Poor Delivery of Educational Services in School Effectiveness Ratings?
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classification; Comparative Analysis; Delivery Systems; Educational Quality; Effective Schools Research; *Elementary Schools; Grade 3; *Low Achievement; Primary Education; Public Schools; Regression (Statistics); *School Effectiveness; *Scores; State Surveys
IDENTIFIERS- *Educational Indicators; Kappa Coefficient; Louisiana; *Mean (Statistics); Residuals (Statistics); Service Delivery Assessment

This study investigated whether mean scores in school effectiveness ratings were masking poor delivery of educational services to low achievers in a sample of 242 Louisiana public elementary schools accounting for over 18,000 third graders tested in 1989. Ten separate multiple regression models, each producing studentized residuals used as school effectiveness indicators (SEIs), were used. The SEIs classified schools as effective, average, or ineffective. Appropriate cross-classification results were analyzed, and each comparison was tested with the kappa z-test. The kappa z-tests were significant beyond the 0.05 level, and magnitude measures were generally high to moderately consistent for mean quartile comparisons. The most inconsistent classifications were between effective and average ratings. None of the SEI sets

ED 349 869 HE 025 786

Smart, John C.; Hamm, Russell E.
Organizational Culture and Effectiveness in Two-Year Colleges. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Educational Environment; Institutional Environment; Institutional Research; *Organizational Climate; *School Effectiveness; *School Organization; Surveys; *Two Year Colleges
IDENTIFIERS- *AIR Forum; *Organizational Culture

A study was done to determine the extent to which effectiveness among a nationally representative sample of two-year colleges differs in terms of their dominant type of organizational culture. The study was based on a survey of 1,332 faculty and administrators in 30 colleges. Of these, 662 usable responses were received. Analysis yielded the following distribution of dominant culture types among the 30 colleges: clan (n=10), adhocracy (n=7), hierarchy (n=10), and market (n=3). Clan cultures emphasize shared values, goals, and the development of human resources; adhocracy emphasizes entrepreneurship, growth, and adaptability; hierarchy emphasizes the norms and values associated with bureaucracy (order and uniformity); and market cultures emphasize competitiveness, environmental interaction, and customer orientation. The findings demonstrated wide differences in effectiveness, and the differences were consistent with the colleges' conceptual rationale. The perceived effectiveness of two-year colleges was strongly related to their dominant organizational culture types when controlling for size and level of financial difficulty. Colleges with the adhocracy culture were perceived to be the most effective while clan or market culture colleges occupied a mid-range. Included are 2 tables and 27 references. (JB)

ED 349 870 HE 025 787

Minnaar, Phil C.
An Integrated Decision Support System for Planning and Measuring Institutional Efficiency. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Planning; Computer Uses in Education; *Decision Making; Educational Needs; Efficiency; Foreign Countries; Higher Education; Information Needs; *Management Information Systems; *Models; Organizational Objectives; Universities
IDENTIFIERS- *AIR Forum; South Africa; University of South Africa

This paper presents a model for obtaining and organizing managment information for decision making in university planning, developed by the Bureau for Management Information of

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Alumni; College Freshmen; College Seniors; College Students; Comparative Analysis; Educational Environment; Higher Education; *Institutional Characteristics; Opinions; *Public Opinion; Research Methodology; Research Tools; *Semantic Differential; *Student Attitudes; Surveys; *Teacher Attitudes; Universities
IDENTIFIERS- *AIR Forum; *Tufts University MA

This paper discusses the use of a semantic differential research tool to investigate the image of Tufts University in Massachusetts. Specifically explored are the following questions: (1) What are the differences between the institution's desired image and current image? (2) Do various constituencies view the institution differently, and if so, how do alumni perceptions differ from those of current students? and (3) Does the institution's internal image differ from its external image? The paper describes the various surveys used to collect study data, including obtaining opinions from alumni, faculty and administration, college seniors, college applicants, and the current student population. Study results include the following items: elements of the desired image tended toward the extremes; perceptions differed among the various constituencies although the image held by alumni and currently enrolled students was quite similar; and most of the differences that did exist, existed between the incoming freshmen (rosier image and more positive view) and one or more of the other groups surveyed. It is noted that because incoming freshmen hold a rather different image of the school than the other groups, student retention problems may develop as these students matriculate and discover that the university is not what they expected. (GLR)

ED 349 888 HE 025 805

Cash, R. William
The Undergraduate Institutional Research Intern: The Win-Win Solution for Student and Office. AIR 1992 Annual Forum Paper.
PUB DATE- 12 May 92
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Experiential Learning; Higher Education; *Institutional Research; *Internship Programs; Productivity; Program Evaluation; Student Attitudes; *Student Experience; *Undergraduate Students; *Work Experience Programs
IDENTIFIERS- *AIR Forum

This paper describes how undergraduate student interns were utilized in a one-person institutional research office on a small college campus to improve productivity and provide real-life experiences for upper-class students. The pitfalls and benefits of such use of students are discussed from both the students' and institutional researcher's perspective. Responses to a student intern survey are provided in which students were asked what skills they learned while they were interns; whether they were able to apply these skills elsewhere; in what ways the intern experience helped them in their major and planned career; suggestions they had for improving the internship

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); *Accrediting Agencies; *Agency Role; *College Outcomes Assessment; *General Education; Higher Education; *Institutional Evaluation; Institutional Mission; Institutional Role; *Liberal Arts; Postsecondary Education; Program Evaluation; Undergraduate Study

This paper addresses the question of what role accrediting agencies should play in supporting the arts and sciences in higher education. It is argued that there is no current alternative for supporting the arts and sciences other than the historical one that already exists with the accrediting agencies. Also noted is that the arts and sciences are currently transforming their boundaries, and that they are fundamental to the undergraduate curriculum. Further explored is the basic premise that the arts and sciences are the bedrock of undergraduate education for both epistemological and empirical reasons. It is proposed that accrediting agencies need to look at the institutional expression of mission; the role assigned to the arts and sciences; and at the congruence of mission, programs, and resources. The paper concludes with the observation that supporting the arts and sciences has been the historical role of the regional accrediting bodies, and this should continue with a new expanded role designed to embrace the special status of the arts and sciences in the full range of undergraduate education. (GLR)

ED 349 908 HE 025 832

Geographic Origins of Students, Fall 1991. Volume I.
PUB DATE- Jul 92
NOTE- 681p.; For volumes II and III, see HE 025 833-834.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; College Students; Comparative Analysis; Data Collection; *Enrollment; *Foreign Students; Full Time Students; Graduate Study; Higher Education; *In State Students; *Out of State Students; Part Time Students; Place of Residence; *School Statistics; School Surveys; State Colleges; Undergraduate Study
IDENTIFIERS- *State University of New York

This report presents results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York during the fall 1991 term. The report includes all credit course students and all institutions of the State University system. Volume I is divided into two parts. Part 1 summarizes the distribution of all credit course students by load, level, and residency and includes various relative distance measures for New York State residents. The intent of this section is to provide some measure of the enrollment impact of the local student population. Part II displays each institution's enrollment by level, load, history, and permanent residence. In addition, the section contains various tables which summarize the total State University system as well as the institutions by type. Student and institutional data elements include the following: (1) student level (undergraduate/graduate); (2) student load (full-time/part-time); (3) student history (first-time/transfer); (4) permanent residence (for New York State committees to conduct the study: (1) an Other Institutions Committee contacted several other four- and two-year institutions and statewide systems to gather data via telephone interviews; (2) a Literature Search Committee conducted a search of data bank information systems; and (3) a Constituency Needs Committee conducted focus groups; open hearings; and a survey of administrators, classified staff, full- and part-time faculty, and day and evening students. A third section presents the findings of each of the committees that generally supported a recommendation to retain the quarter system as information from literature and other institutions indicated mixed follow-up results in retention, grading patterns, and changes in admission patterns following calendar changes. A concluding section offers suggestions for modifications to the existing quarter system. Extensive appendixes contain data, the survey instrument, and exhibits from the three committees. (JB)

ED 349 928 HE 025 858

Schonwetter, Dieter J.; And Others
The Role of Instruction and Cognition for College Students' Academic Achievement and Affects.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 23 Apr 92
NOTE- 21p.; Parts of this paper were presented at the Annual Meeting of the American Educational Research Association, (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Ability; *Cognitive Psychology; Cognitive Style; College Faculty; College Instruction; *College Students; Foreign Countries; Higher Education; *Self Concept; *Student Attitudes; Teacher Role; *Teaching Methods

This study investigated the effects of college students' actual perceptions of success and control as they relate to cognitive and emotional aspects of academic achievement in situations utilizing either high or low instructor expressiveness. Participants included 140 male and female undergraduate introductory psychology students. In a simulated college classroom study, students wrote an aptitude test and were classified into Perceived Success (low, high) and Perceived Control (low, high) categories based on perceptions of success and control over performance. Students were then presented with either low or high expressive instruction, and completed a post-lecture achievement test and questionnaire. Exposed to low expressive instruction, high success/high control students' achievement scores and low success/low control students' affects supported initial hypotheses (that such instruction tends to compensate for students' maladaptive cognitions). However, low success/low control students' achievement scores and high success/high control students' affects were opposite to initial expectations. Conclusions generally supported the idea that expressive instruction fostered both student achievement and self-confidence whereas low expressiveness depressed students' performance and their self-regulatory learning processes. (Included are 27 references.) (JB)

ED 349 929 HE 025 859

Urban, Ronald F.

problems with approaches used in many software programs: (1) the focus is on responsible use of alcohol rather than the fact that it is illegal and harmful for adolescents; (2) a mixed message is conveyed that students have a choice, rather than showing them the consequences of their decisions; (3) focus on empowering students to make informed decisions again implies that they have a choice; and (4) the tutorial approach tends to isolate high school students who are at-risk of using alcohol or other drugs rather than integrating them into a healthy peer group. Reviews are then presented for 29 educational software products, 2 interactive video products, and 17 videodisc products. Listings contain information on the producer, copyright date, price, length of product, hardware needed, appropriate grade levels, type of instruction, type of media, a description of the content, possible uses, and strengths and weaknesses. The titles of eight television courses offered by Satellite Telecommunications Education Programming (STEP) are also listed and a directory of the producers represented in this guide is given. A glossary is also provided. (ALF)

ED 349 947 IR 015 678

Mittag, Kathleen Cage
Using Computers To Teach the Concepts of the Central Limit Theorem.
PUB DATE- 23 Apr 92
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculators; Computer Software; Higher Education; Hypermedia; *Mathematical Concepts; Mathematical Formulas; *Probability; Research Methodology; *Sampling; *Statistical Analysis; Worksheets
IDENTIFIERS- *Central Limit Theorem; *HyperCard

A pivotal theorem which is of critical importance to statistical inference in probability and statistics is the Central Limit Theorem (CLT). The theorem concerns the sampling distribution of random samples taken from a population, including population distributions that do not have to be normal distributions. This paper contains a brief history of the CLT; several forms of the CLT--Kreyszig, Groeneveld, Rahman, Harnett, Dubewicz, and Marzillier; and a proof of the CLT. Examples, both using a small population with hand calculations and using large populations with computer programs, are included to illustrate concepts of the CLT. A HyperCard stack and the program "Resampling Stats" are also demonstrated in the paper. The appendixes contain a proof of Form 5 CLT, a computer worksheet on CLT, three examples of the CLT HyperCard, and a computer program. (Contains 14 references.) (Author/ALF)

ED 349 948 IR 015 679

Video Instructional Development and Educational Opportunity Program (Senate Bill 709). 1991 Progress Report.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

publishing an electronic journal; the "Jason" Project, which uses satellite-based interactive video; and the Continents Project, which uses a hypermedia system to share course materials in a nationally distributed community of interdisciplinary faculty. A summary of thoughts about a research agenda to ask and answer questions about the value of these forms concludes this report. (Contains 21 notes.) (BBM)

ED 349 966 IR 015 705

Cates, Ward Mitchell
Considerations in Evaluating Metacognition in Interactive Hypermedia/Multimedia Instruction.
PUB DATE- 20 Apr 92
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Evaluation Methods; *Hypermedia; *Interactive Video; Learning Strategies; *Metacognition; *Multimedia Instruction; Psychological Studies; *Skill Development; Teaching Methods

Defining metacognition as the set of skills and strategies one uses in monitoring and modifying how one learns, this paper addresses ways in which interactive hypermedia/multimedia instructional programs might enhance the meta-cognitive abilities of the learners who use them. It begins by identifying key issues and approaches to metacognition, including the internal and external structures of hypermedia/multimedia products. External structure is described as the ways in which the product assists the learner in gaining access to and making use of the nodes in the product (the internal structure), and strategies for supplying external structure are suggested. Devices for measuring the extent to which learners' metacognitive activities are stimulated, exercised, and developed are discussed, including journal entries, progress logs, transaction shell data, oral discussion, and learner created materials. Specific metacognitive skills are then examined under six broad headings: Task Analysis, Goal Setting, Strategic Action, Cognitive Load, Persistence and Responsibility, and Metacognitive Growth. Within each heading, specific metacognitive skills that might enhance learners' use of hypermedia/multimedia instructional products are examined. For each skill, the paper examines two approaches that hypermedia/multimedia products have used or might use to encourage the development of that skill. The paper next addresses what types of data one might expect to find as evidence of the operation of that skill. Along the way, issues of import in identifying, testing, and evaluating learner metacognition are discussed. (Contains 118 references.) (BBM)

ED 349 967 IR 015 780

Learning Technologies Essential for Education Change.
PUB DATE- 92
NOTE- 82p.; Papers commissioned for the Council of Chief State School Officers' State Technology Leadership Conference (5th, Dallas, TX, October 31-November 3, 1991).
LANGUAGE- English

indexed. Thus researchers and other readers will be unaware of the materials unless they have the journals in hand. Unless scholars in the traditional disciplines are familiar with the journals, they will be unaware of much of feminist research and thought relevant to their work. In addition many libraries use the coverage of serials in the indexing and abstracting services as a criterion for serial selection. With these issues in mind, a group of librarians has investigated the coverage of women's studies journals in the indexing and abstracting services. By searching the indexes and abstracts the group has identified a number of journals that are indexed adequately and a number that are indexed inadequately or not at all. Recommendations about journals that should be indexed by the various services will be made to the producers of indexes and abstracts. (KRN)

ED 349 987 IR 054 166

Smith, Ruth S.
Cataloging Made Easy: How To Organize Your Congregation's Library. Revised Edition. CSLA Guide No. 5.
PUB DATE- 87
NOTE- 44p.; For a related document, see ED 316 252.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Card Catalogs; *Cataloging; *Church Programs; Church Workers; Classification; *Filing; Glossaries; Library Automation; Library Materials; Publicity; Special Libraries; Supplies; Volunteers
IDENTIFIERS- *Church Libraries; *Synagogue Libraries

Creating a catalog for the synagogue or church library is described as a vital ministry, one that leads workers and parishioners to available resources for information and inspiration. Arguing that cataloging is not too difficult or complicated for untrained professionals and volunteer librarians, this guide sets forth basic procedures for: (1) sorting the collection; (2) arranging material according to Dewey Decimal, Library of Congress, or other classification scheme; (3) establishing guidelines for cataloging; (4) obtaining supplies; (5) recording bibliographic information; (6) step-by-step processing, from marking the book for ownership to assigning a call number to shelving the book and filing the catalog cards; (7) using shortcuts, including catalog card services and automation; and (8) ways to encourage members of the congregation to use the catalog. Appendices include a glossary of cataloging terms; a list of the Dewey Decimal Classification's 200 Class; sample catalog cards; and a list of resources. (KRN)

ED 349 988 IR 054 168

Greene, Harlan; And Others
A Long and Happy Life: Library and Records Preservation in North Carolina.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Mar 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Research Efforts 1970-1990" (Jean E. Lowrie); (16) "School Library Research in the South Pacific" (Melvyn Rainey); (17) "The Investigation of Present Situation and the Study of Development of School Libraries of China" (Miao Yuan); (18) "The School Library with a Personal Touch" (Marvene Dearman); (19) "Listening and the Teacher-Librarian" (Kenneth C. Paulin and Mary Ann Paulin); (20) "Developing Independent Learners" (Patricia Finlay); (21) "Implementing Library Resource Center Programs" (Liz Austrom, Roberta Kennard, Jo-Anne Naslund, and Patricia Shields); (22) "A Reading Guidance Program for Reading Impression Writing by High School Students" (Tomoko Kimizuka); (23) "Don't Just Try King and Andrews" (Cosette Kies); (24) "The Teacher-Librarian and Whole Language Programs" (Mary Ann Paulin); (25) "It's About Time" (Susan Falk Fowells); (26) "Learning To Be a Teacher-Librarian" (Dianne Oberg); (27) "The Plight of School Libraries in Africa" (Felix K. Tawete); and (28) "Information Literacy in a Diverse World" (Margaret Chisholm). Also included are minutes of the 1991 International Association of School Librarianship (IASL) general meeting; reports of the IASL president, vice president, executive secretary, and treasurer; and a roster of conference participants. (MES)

ED 350 006 IR 054 190

Cleveland, Gary
Research Networks and Libraries. Applications and Issues for a Global Information Network. UDT Series on Data Communication Technologies and Standards for Libraries, Report #1.
PUB DATE- 91
NOTE- 230p.; For related documents, see IR 054 175, IR 054 178-179, IR 054 182-183, and IR 054 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Developing Nations; Foreign Countries; Futures (of Society); Information Dissemination; *Information Networks; International Programs; *Library Automation; *Library Services; Policy Formation; Research and Development; *Standards
IDENTIFIERS- Information Infrastructure; *Protocols (Networking); *Research Networks

This paper is intended to provide interested librarians with a basic knowledge of research networks (as opposed to library networks), focusing specifically on the manner in which they can be used by the international library community to support library functions and improve access to bibliographic information, as well as the technical and policy issues involved in research network use. (Research networks are defined as networks developed within the academic community to provide the infrastructure for a variety of networking tasks, while library networks are designed specifically to support the nuts and bolts operations of libraries.) While major projects involving library/research network connectivity are discussed, the primary focus of the study is the potential for research network use and available standards. After an introductory initial chapter, the second chapter provides an overview of network concepts, including network types and protocols. Library applications of research networks are addressed in the third chapter, including applications for bibliographic provision, document supply, and technical services. In the fourth chapter, library and research network projects in North

Hill, Sharon A.
39 Flavors: The Community College Classroom.
PUB DATE- 28 May 92
NOTE- 14p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Community Colleges; *Cultural Awareness; *Curriculum Development; Demography; Educational Change; Ethnicity; Faculty Integration; *Minority Groups; *Multicultural Education; Racial Attitudes; Racial Bias; *Racial Composition; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Diversity Concept

Multicultural education can be defined as an educational process that promotes an understanding and appreciation of the cultural diversity within a pluralistic society. By the year 2000, the number of minorities in the United States will increase dramatically. To respond appropriately and effectively to these emerging demographics, educational institutions must adopt multicultural education. The five stages leading to the establishment of multicultural education are Awareness; Analysis; Acceptance; Adoption; and Actualization/Advocacy. Awareness includes an acknowledgement that a Eurocentric educational model undergirds the U.S. public school system. The Analysis stage includes an examination of the five social ills of racism, sexism, elitism, ageism, and handicappism. A principal goal of multicultural education is to eliminate these social ills from the school curriculum. The third stage in the development of multicultural education, Acceptance, involves increasing faculty awareness of the unique experiences and special learning needs of minority students, removing the stigma from basic skills classes, and establishing special counseling for minority students. The Adoption stage refers to the philosophical endorsement of multicultural education as a functional entity, accomplished by eliminating the social ills embedded in the curriculum, as well as through the hiring of more minority faculty. The final stage, Actualization/Advocacy is the point at which diversity is encouraged, and minority students see their contributions to society reflected in the educational institution and curriculum. (PAA)

ED 350 024 JC 920 473

Williams, Margaret D.
Strengthening Humanities at Genesee Community College: An NEH-Funded Faculty Development Grant.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Communication (Thought Transfer); Community Colleges; Educational Media; *Faculty Development; History; *Humanities; Humanities Instruction; *Hypermedia;

analysis, synthesis, and evaluation, in addition to the lower learning levels. Course strategies have included the following: (1) introducing the class as an exciting but difficult course; (2) promising passing grades to students who succeed at three different aspects of the course (tests, assignments, and a paper); (3) notifying students' families about the difficulty of the course; (4) developing three 40-item multiple choice tests; (5) having students complete correctives and retake tests until a score of 80 is achieved; (6) notifying advisors of student successes; (7) using class time to answer questions, demonstrate application of concepts, and have students perform tasks and complete daily application assignments; (8) having students complete a paper analyzing a particular firm and its market as a way of engaging them in analysis, synthesis, and evaluation learning; and (9) creating peer review groups to read and offer suggestions for paper improvement. In follow-up surveys, students reported being able to use self-questioning, rehearsal, and problem-solving methods; to use teacher-provided schemes; and to develop their own schemes. Flow charts, tables, course handouts, and references, as well as copies of students' course evaluations before and after implementation of EcSL are included. (PAA)

ED 350 040 JC 920 492

Blass, Barbara; And Others
The Use of Computers in the Math Classroom.
PUB DATE- 28 Jan 92
NOTE- 51p.; Paper presented at the Annual Winter Institute on Community College Effectiveness and Student Success (1st, Jacksonville, FL, January 26-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Calculus; College Faculty; *Community Colleges; Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computer Simulation; Computer Software; *Computer Uses in Education; Differential Equations; *Faculty Development; Instructional Materials; *Mathematics Instruction; Mathematics Materials; Microcomputers; Statistics; Summer Programs; Two Year Colleges
IDENTIFIERS- Oakland Community College MI

In an effort to increase faculty use and knowledge of computers, Oakland Community College (OCC), in Michigan, developed a Summer Technology Institute (STI), and a Computer Technology Grants (CTG) project beginning in 1989. The STI involved 3-day forums during summers 1989, 1990, and 1991 to expose faculty to hardware and software applications. The CTG project, initiated in academic year 1990-91, offered 25 microcomputers to faculty on a competitive applications basis. Faculty who were awarded computers, as well as printers and $3,000 for additional hardware and software, were asked to submit written progress reports within 1 year, or to present their work at the STI. After an introduction by George Keith, this report provides the following short papers written by CTG grant recipients: (1) "The Use of Computer in Statistics and Algebra," by Barbara Blass, which reviews a three-semester project to develop a computer assisted course, centered on statistical worksheets and solving algebraic equations using quadratic function graphs; (2) "The Use of Computers in Calculus I," by Gladys Rockind, which describes a program to help students visualize results included the following: (1) 88.5% of the graduates were employed (full- or part-time), and approximately 5.9% were unemployed and looking for work; (2) approximately 84.8% of the employed respondents were working in positions related to their community college studies; (3) of those working in an unrelated field, 26.9% indicated that they could not find a job in their field of preparation; (4) nearly one-quarter of the respondents were continuing their education; (5) 93% of the occupational graduates were working in Illinois; (6) the average graduate employed on a full-time basis earned $20,987 annually; (7) the highest full-time hourly wages were earned by those working in construction trades ($16.96) and fire protection ($13.81), while the lowest were earned by cosmetology ($5.90) and secretarial ($7.77) graduates; and (8) highest overall program satisfaction ratings were awarded by graduates from diagnostic and treatment services, secretarial, and dental services, while cosmetology and fire protection graduates rated their programs lowest, but still within the neutral to satisfied range. Appendixes provide specific results by program area, detailed data tables and references. (MAB)

ED 350 057   JC 920 514

Mathews, Michel A.
An Investigation of Pre-Matriculation Characteristics That Distinguish African-American Persisters and Non-Persisters.
PUB DATE- May 91
NOTE- 86p.; Ed.D. Dissertation, University of San Francisco.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Black Students; *College Environment; Community Colleges; Comparative Analysis; Dropout Research; Dropouts; *Predictor Variables; Questionnaires; *Student Attitudes; Student Behavior; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- African Americans; *Contra Costa College CA

A study was conducted of African American students at Contra Costa College (CCC), in California, enrolled through the Extended Opportunity Program and Services component, to examine differences between academic persisters and non-persisters. A questionnaire was used to gather information about students' pre-matriculation characteristics and expectations, as well as their attitudes toward the college environment (e.g., educational expenditures, resources, curriculum, faculty, and administration). Data were obtained for a total of 33 persisters and 39 non-persisters. Study findings included the following: (1) almost no differences were found between persisters and non-persisters in terms of pre-enrollment variables (i.e., demographic characteristics, reasons for selecting CCC, or financial considerations); (2) neither social considerations (e.g., ability to make friends) nor utilization of support services appeared related to persistence to graduation; (3) while both persisters and non-persisters felt that racism existed on campus (80%), there were no differences found between the two groups in their opinions regarding racism, isolation, and alienation on campus; (4) no differences were found between persisters and non-persisters in terms of their assessment of their academic success, their positive evaluation of their academic experience, or their commitment to completion; and (5) contrary to expectations, non-persisters reported greater involvement with and appreciation of faculty, and greater academic and intellectual development. A review of

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Child Caregivers; Children; *Community Role; *Day Care; Delivery Systems; Early Childhood Education; *Educational Quality; Employed Parents; Family Characteristics; Financial Support; Low Income Groups; Philanthropic Foundations
IDENTIFIERS- *Child Care Costs; Child Care Needs; Employer Role; Family Support; *Massachusetts (Boston); State Role

This document discusses issues relevant to child care in Boston and in five chapters and extensive appendices, offers recommendations to strengthen the city's child care system. Chapter 1 describes background issues relevant to child care, draws a portrait of Boston families, and offers recommendations for expanding child care resources. Chapter 2 examines the role of the community in providing quality child care and offers recommendations for creating a child care system. Chapter 3 discusses the quality, availability, and affordability of child care, and makes recommendations related to these topics. The roles of the city, foundations and charitable organizations, employers, and the Commonwealth of Massachusetts in providing child care are examined in Chapter 4. Chapter 5 contains recommendations organized into four topics relevant to child care: (1) family support; (2) quality of child care; (3) affordability of child care; and (4) reinforcement of Boston's existing child care infrastructure. Appendices include a list of programs funded by the Boston Foundation; descriptions of Boston's children's services, the Massachusetts child care delivery system, and federal support for child care; lists of Boston businesses that support child care, children's advocacy organizations, and early childhood education resources; and a glossary of child care terms. (SM)

ED 350 075 PS 020 614

Floden, Robert E.; Buchmann, Margret
Breaking with Everyday Experience for Guided Adventures in Learning. Occasional Paper No. 140.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 92
NOTE- 32p.; Toner marks on cover page. Supersedes ED 278 665.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advantaged; *Cognitive Development; Disadvantaged; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Equal Education; Imagination; Learning Theories; *Relevance (Education)

Educators are under almost constant pressure to make schooling relevant to the lives of their students. Students, however, who are never exposed to the realms of possibility beyond their own immediate experience hardly have an equal opportunity to enjoy the benefits of education, since everyday experience tends to reinforce social inequalities. Students who are encouraged to assimilate new information into preexisting conceptions are unlikely to appreciate the insights offered by the academic disciplines. Teachers should be wary of introducing new ideas by pointing out their relation to everyday concepts and ways of thinking, because separation from everyday experiences favors reflection. Instead, school instruction should lure students to new capacities and understandings through unfamiliar subject matter. These adventures in learning can occur with guidance

19-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Adolescents; Children; *Elementary School Students; Elementary Secondary Education; *Family Relationship; *Friendship; *Interpersonal Relationship; Parent Child Relationship; Peer Relationship; *Secondary School Students; Sibling Relationship; *Social Networks
IDENTIFIERS- Early Adolescents

Within the framework of a model that defined a social network as a dynamic hierarchic structure within which individuals exchange support with one another throughout their lifetime, two studies explored the development of social support networks during childhood. In the first study, 90 children in kindergarten and grades 4 and 8 at a private school were asked to rank people they knew according to how close and supportive they were to the children. In the second study, 340 children of various racial backgrounds in grades 1, 2, 4, 5, 8, and 9 ranked people they knew utilizing an examination procedure somewhat modified from the first study. Results were similar in both studies. At all ages, support was provided by family members. Older children placed more emphasis on support from friends, and placed more individuals in their support networks, than did younger children. (MDM)

ED 350 094 PS 020 721

ECEAP 1991 Longitudinal Study and Annual Report.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *At Risk Persons; Child Health; *Disadvantaged Youth; Economically Disadvantaged; Intervention; Language Acquisition; Longitudinal Studies; Low Income Groups; *Outcomes of Education; Parenting Skills; Parent Participation; *Preschool Education; Prevention; Program Evaluation; School Readiness; *Social Services; State Programs
IDENTIFIERS- Developmentally Appropriate Programs; *Washington

Washington State's Early Childhood Education and Assistance Program (ECEAP) provides a comprehensive, family-focused preschool program designed to help low-income children succeed in the public school system and help families support and participate in their children's success. Findings from an ongoing longitudinal study of the ECEAP program indicate that the cognitive and motor skills of children involved in ECEAP have improved significantly, in many cases surpassing the national norms for their age group. In addition, parental expectations and involvement are found to be positively related to children's improvements in measurements of cognitive and physical development. This report documents the first 3 years of an 8-year study of ECEAP. The first section of the report presents an overview of the ECEAP Program and discusses the ECEAP philosophy, program components, state leadership and local implementation, the characteristics of ECEAP children and families, program attrition, highlights of the 1990-91 program year, and anticipated challenges. The next section explains the study design and assesses program outcomes in the areas of child cognitive and physical development, child social and emotional well-being, child health and nutrition, and family well-being and empowerment. Finally, plans for the coming year

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Child Development; Early Experience; *Elementary School Students; *Family Characteristics; *Intelligence; Intelligence Quotient; Intermediate Grades; Multiple Regression Analysis; Preschool Education; Puerto Ricans; *Sex Differences; *Social Class
IDENTIFIERS- *Puerto Rico

This paper explores the effects on school achievement of the following variables: (1) intelligence; (2) social class; (3) early motor and language development; (4) preschool experience; (5) gender; and (6) composition of household. The subjects were 65 children of 9 to 11 years, in grades four to six, in Puerto Rican public schools. They were selected from the sample of 2,200 children used for adapting the Weschler Intelligence Scale for Children Revised (WISC-R) for the Puerto Rican population so that they would exemplify the demographic characteristics of the larger group. The WISC-R Puerto Rico was used to measure IQ. Parents completed a questionnaire providing data on development, family background, and school experience. Grade point average (GPA) was the dependent measure of school achievement. Multiple regression analysis revealed that IQ and social class explained half of the variance in GPA. Parental characteristics and social factors had an impact on boys' GPA and IQ that was not observed for girls. Effects of the other variables were not significant. It is suggested that further research is needed to examine the effects of class, gender, and family situation on school achievement. (Contains 40 references.) (MDM)

ED 350 113 PS 020 886

Ahlburg, Dennis A.; De Vita, Carol J.
New Realities of the American Family.
PUB DATE- Aug 92
NOTE- 49p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Children; *Demography; Divorce; Early Parenthood; *Family (Sociological Unit); *Family Characteristics; Family Income; Family Relationship; Family Size; Grandparents; *Marital Status; Marriage; One Parent Family; Parent Role; Parents; Remarriage; *Sociocultural Patterns; Unwed Mothers

This bulletin explores the social, economic, and demographic trends that have contributed to the changing structure of the American family. Sections of the document discuss: (1) definitions of household and family; (2) types of families, including married couples with and without children and single-parent families; (3) living arrangements of children, young adults, and the elderly; (4) demographic data pertaining to marriage, and trends in marriage, divorce, and remarriage; (5) childbearing patterns, including issues of family size, teenage parents, unmarried mothers, and adoption; (6) the changing roles of wives, husbands, children, and grandparents; (7) the economic well-being of families, including a consideration of topics of family income, poverty rates, and income inequalities by social class, educational level, and race; and (8) the future of the American family. Numerous black and white photographs are included, and a reference list of 94 items and a list of 20 additional suggested readings are appended. (BC) for children who want to attend this school. Another idea being explored involves having teachers demonstrate cultural competencies. These teachers would be capable of recognizing and understanding: (1) the cultural differences of the meaning of independence; (2) the importance of age respect; (3) the interrelationship of all living things; and (4) the use of indirect communication in disciplining children. If the American education system continues to be unsuccessful in educating American Indian children, American Indians will be forced to create a tribal-public sector for American Indian children. All children would be welcome to attend such schools, where independence of everyone is assumed, polite and subtle communication is the order of the day, decorous behavior to one's elders is the norm and the natural order of nature with connection to all living things is taught daily. (LP)

ED 350 131 RC 018 804

McGinn, Noel; And Others
Why Do Children Repeat Grades? A Study of Rural Primary Schools in Honduras. BRIDGES Research Report Series No. 13.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Jun 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Education; Elementary Schools; *Elementary School Students; Foreign Countries; *Grade Repetition; Interviews; *Low Achievement; Parent Attitudes; *Rural Schools; Student Characteristics; *Student Promotion; Teacher Attitudes; Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- *Honduras

This report examines factors contributing to grade repetition in rural elementary schools in Honduras. Forty schools in four Honduran departments were randomly selected from lists of schools with the highest and lowest repetition rates. Subjects were 1,854 students in Grade 1 or 3 during the 1990 school year who were still in the school in March 1991. Students were interviewed and given a Spanish test. Also interviewed were 65 first and third grade teachers and the parents of 640 randomly chosen students. With bivariate and multivariate analyses, major findings were: (1) students who repeated grades were more likely than other students to repeat again; (2) grade repetition was related to low academic achievement (particularly in Spanish and mathematics), amount of time available for learning (school schedule and student attendance), low teacher expectations of students, and being in a multigrade classroom (particularly in first grade); (3) teachers were inconsistent in the application of rules governing marks and promotion; (4) teacher expectations were influenced by socioeconomic status of the student's family; (5) preschool participation was associated with better marks; and (6) parents usually accepted the school's decision. Recommendations are outlined for teacher training, preschool education, instructional materials development, and remedial education. This paper contains references; charts of official, educator, and parent attitudes about repetition factors; and data from 30 countries on repetition and completion rates in elementary schools. (SV)

ED 350 132 RC 018 805

unsatisfactory and developed their own battery of tests. In this report, the battery of tests developed for use in grades one, two, and three is described and the results of the administration of these tests, along with findings from the administration of norm-referenced tests to comparable groups of students (n=650) in three midwestern districts participating in the longitudinal study are presented. Results of descriptive, correlational, and factor analysis show that while these measures correlate highly with norm-referenced measures of verbal ability and science knowledge, they load strongly together on a separate factor. (Contains 20 references.) (Author/PR)

ED 350 149 SE 052 771

Bullock, Merry
Scientific Reasoning in Elementary School: Developmental and Individual Differences.
PUB DATE- Apr 91
NOTE- 18p.; Talk presented at the Symposium on Scientific Thinking, SRCD (Seattle, WA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Science; Foreign Countries; Science Education; Science Instruction; *Scientific Methodology
IDENTIFIERS- *Science Process Skills; *Scientific Thinking

Pre-adolescent children are generally characterized as incapable of applying scientific reasoning to test a causal relation. This paper describes research on children's scientific reasoning which shows that pre-adolescent children do have some systematic scientific reasoning skills. The subjects of this study were 260 second through fourth grade students and 34 adults in Munich, Germany. In the first part of the study, "Hypothesis Testing," students were asked it they can generate and recognize adequate experimental test strategies, and whether they can adopt hypothetical stance to predict outcomes on the basis of a hypothesized causal relation. In the second part, "Interpreting Evidence," children were shown information indicating whether a particular dimension was related to an outcome, and were asked to judge the causal relation and to justify their judgement. From the results, it is concluded that children do understand some of the requirements of an experimental test, at least by third grade. Specifically, they know that one must vary the dimension of interest. By fourth grade, children also understand that one must control other variable dimensions. The conclusion drawn from the second part of the experiment is that by third grade children can propose a contrastive empirical test and can accurately use information as evidence about a causal relation. By fourth grade they can adopt a "hypothetical" perspective to discuss how an outcome will vary if a potential cause is or is not relevant. (PR)

ED 350 150 SE 052 929

Crews, Kimberly A., Ed.; Cancellier, Patricia, Ed.
Connections: Linking Population and the Environment. Student Resource Book and Teacher's Guide.
SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.; Geraldine R. Dodge Foundation, Morristown, NJ.
PUB DATE- 91
NOTE- 184p.

Education; Measurement; Number Systems; Problem Solving; *Secondary School Mathematics; *State Norms; Symbols (Mathematics); Thinking Skills
IDENTIFIERS- *New Jersey

This document presents Core Course Proficiencies for the State of New Jersey whose purpose is to ensure that all students have equal access to the fundamental knowledge and skills critical to achieving success in mathematics. After an introduction providing rationale and background, the Core Course Proficiencies are presented in three sections. The algebra section is divided into two parts for Algebra I and Algebra II. The Algebra I and Algebra II proficiencies are each presented in five clusters: equations and inequalities; number systems; the language of algebra; algebraic expressions; and relations, functions, and graphing. Problem solving is woven throughout the clusters, rather than identified as a cluster within itself. Nine core proficiencies for the Geometry section are presented: relationships of points, lines, planes, and space; systems of measurement; reasoning; coordinate geometry; congruency; properties of polygons and circles; transformations; similarity; and symbolism and notation. The general themes of problem solving, higher-order thinking, communication, connections, using concrete models and manipulatives, estimation, and using calculators and computers are reflected throughout these proficiencies. Six core proficiencies are presented for General Math I, II, and III: numerical operations; patterns and functions; data analysis; measurement and geometry; fundamentals of algebra; and problem solving. (MDH)

ED 350 167 SE 053 230

The American Math and Science Student Support Act. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 29 Apr 92
NOTE- 208p.; Some pages contain small, light, broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Students; *Educational Legislation; *Engineering; Government Publications; Government School Relationship; *Graduate Students; Hearings; Higher Education; *Mathematics Education; *Science Education; *Student Recruitment
IDENTIFIERS- Congress 102nd

This document presents the transcript of a congressional hearing to consider the American Math and Science Student Support Act, H.R. 4595. The legislation is designed to address the issue of attracting a greater proportion of U.S. citizens to graduate study in science, mathematics, and engineering. The hearings include testimony and prepared statements from witnesses who have been asked to comment on the possible effects of the bill on increasing the participation of U.S. citizens in such graduate study. Witnesses include Dr. Jules LaPidus, President, Council of Graduate Schools, representing the Association of American Universities, Washington, D.C.; Dr. Frank Morris, Dean of Graduate Studies, Morgan State University, Baltimore, Maryland, and President, Council of Historically Black Graduate Schools; Dr. William Powers, Provost, Michigan Technological University, Houghton, Michigan; Dr. Stanford Penner, Professor of Applied Mechanics and Engineering Sciences, University of California, San Diego, California, and Chairman of the National Academy of Sciences Committee on the International Exchange and

Using MECC Study Guide To Increase Retention of Musical Terminology in the Beginning Music Student.
PUB DATE- Aug 90
NOTE- 135p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Evaluation; *Computer Uses in Education; *Elementary School Students; Grade 6; Intermediate Grades; *Music; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; Study Guides; Surveys; Tests; *Vocabulary
IDENTIFIERS- Minnesota Educational Computing Corporation

A music teacher used the Minnesota Educational Computing Corporation (MECC) study guide to implement a 10-week practicum intervention designed to increase sixth graders' retention of musical terminology. A total of 12 beginning band students used a computer-aided instruction program to review questions drawn from workbook materials they had previously studied. Students received reinforcement and feedback for the correct answer, the number of questions tried, the number correctly answered, and the number correctly answered on the first try. After receiving reinforcement and feedback, students either repeated the question set or moved on to another. Progress depended on whether students attained a mastery level of 90 percent. Qestions in the computerized review were printed out and used in weekly quizzes. Practicum evaluation data indicated that the intervention was successful. As a result of the computer-aided review program, students' standardized music theory test scores and weekly quiz scores improved, and their attitudes toward using the computer laboratory to learn musical terminology were largely positive. Appendices provide pre- and posttests, weekly quizzes, a student survey, test results, a teacher survey, and a software evaluation. (RH)

ED 350 187 SO 021 918

International Conference on Education Final Report (42nd, Geneva, Switzerland, September 3-8, 1990).
PUB DATE- Jan 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Educational Development; Elementary Secondary Education; Foreign Countries; Illiteracy; International Cooperation; *International Education; *International Educational Exchange; Literacy Education; Primary Education
IDENTIFIERS- *UNESCO

Attended by 121 member states of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), this conference was devoted to the discussion of two topics: "Education for all: renewed policies and strategies for the 1990s" and "The struggle against illiteracy through universal primary education and adult education: operational aspects emphasizing the active participation of the learner." A summary of discussions in the plenary meeting addresses the concept and role of education, opportunities for women and girls, disadvantaged groups, the need for improvements, resources for educational development, and international co-operation. Working groups dealt with more specific topics, such as: instructional methods, materials, and technologies; training; and more effective partnerships. This

International Understanding (Cynthia Kinstler); The Israeli-Palestinian Resolution: Homeland or Occupied Territory? (Bruce E. MacLean; Kelly A. Smith); Curriculum Project--Egypt (Kristine K. McCormick); Israel: A Land of Intensity (Linda Mager); Materials for Teaching Ethical Monotheism (Simmie Plummer); and Israel and Egypt (Mary E. Snethen). (DB)

ED 350 211 SO 022 347

Compendium of Research Projects for 1991 Fulbright-Hays Seminars Abroad Program: Yugoslavia and the Czech and Slovak Federal Republic in Transition, June 22-24, 1991.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 236p.; Some materials may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; Educational Research; Foreign Countries; *Research Projects; Study Abroad; *Teacher Developed Materials; Travel
IDENTIFIERS- *Czechoslovakia; *Fulbright Teacher Exchange Program
Research projects produced by educators who traveled to the Czech and Slovak Federal Republic as part of the Fulbright-Hays Seminars Abroad Program are reported in this document. The materials include: Comments on Historical and Social Studies in Czechoslovakia in Transition (Robert Anchor); The State of Education in Czechoslovakia since 1989 (Roman T. Ciapalo); Czechoslovakia in Transition: Macro and Micro Perspectives with Accompanying Slides (Richard Dodder); A Nail, a Lance, and a Large Piece of Wood--The Reliquary Chapel of Charles IV at Karlstein Castle (Laura Rinaldi Dufresne); Psychological Information about Czechoslovakia (Zenaida R. Estrada); The Politics of Passion and the Politics of Rationality: A Comparison of Ethnic Conflict in Czechoslovakia and Yugoslavia (Mary T. Hanna); Community Organization and Structure in Czechoslovakia (David Kaufman); Goddess Images in Czechoslovakia (Mary B. Kelly); Revolutionary Transformation and the Legacies of the Past: A Slide Lecture on Czechoslovakia in the Summer of 1991 (Katharine Kennedy); Czechoslovakia in Transition (Ronald C. Monticone); The Czech and Slovak Federal Republic: The Promise of Administrative and Academic Exchanges (Mary E. Nilles); Report: Women, Work and Family in the Czech and Slovak Federative Republic: Continuities and Contrasts (Phyllis Hutton Raabe); Czechoslovakia--The Paradoxes of Freedom (Barbara Shovers); and A Czech and Slovak Diary: Notes on a Trip through Czechoslovakia (Henry J. Steck). This Fulbright Seminar Abroad project was slated to go to both Yugoslavia and the Czech and Slovak Federal Republic. However, due to civil unrest in Yugoslavia, that portion of the seminar was canceled and the participants spent three additional weeks in the Czech and Slovak Federal Republic. (DB)

ED 350 212 SO 022 350

Women and the Workplace: The Glass Ceiling. Hearing before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session (October 23, 1991).
PUB DATE- 92

Micou, Ann McKinstry
Canadian NGOs Providing Resources for Development and Social Justice in South Africa: A Handbook. Working Paper Number 19.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Feb 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Change Agents; Financial Support; Foreign Countries; Higher Education; *International Programs; *Private Agencies; *Public Agencies; Technical Assistance
IDENTIFIERS- *Canada; Development Education; *South Africa

This publication is a handbook of Canadian nongovernmental, nonprofit organizations (NGOs) working for change and the establishment of democracy in South Africa. It is offered as a companion to an earlier handbook on similar European NGOs. In particular, this publication illuminates the framework in which NGOs operate; clarifies appropriate sources of financial, technical, and informational assistance for sustainable development programs; and draws lessons from the development aid and education policies described. The handbook was developed during one week through a series of interviews in Canada of 25 organizations (or individuals) identified as relevant to the preparation of the handbook. An introduction and overview are followed by sections describing organizations, programs and agencies under the categories: (1) Canadian government corporations; (2) NGO networks and coalitions; (3) crown corporations; (4) nongovernmental institutions; (5) development (and development education) agencies; (6) trade union-related organizations; (7) church agencies; (8) support organizations raising money for South African causes; (9) solidarity groups; and (10) research, information, and documentation centers. A subject index and a glossary of abbreviations are included. (JB)

ED 350 235 SO 022 559

New Netherland Project: A Translation Program.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colonial History (United States); Historiography; *North American History; Primary Sources; *Program Descriptions; State History; United States History
IDENTIFIERS- *New Netherland; *New Netherland Project; New York

The 17th century Dutch colony of New Netherland, which was located between New England in the north and Maryland and Virginia in the south, has received little attention from most historians of colonial America. The New Netherland Project was formed in 1974 under the sponsorship of the New York State Library and the Holland Society of New York City. The project's goals are to translate and publish the thousands of pages of official Dutch records now held by the New York State Archives, State Library, and local repositories. The translation and

The Application of Academic Content to Practice by Preservice Secondary School History and Social Studies Teachers.
PUB DATE- Jun 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; *Cooperating Teachers; Higher Education; History; Methods Research; Preservice Teacher Education; Rating Scales; Secondary Education; *Self Evaluation (Individuals); Social Studies; *Student Teacher Evaluation; *Student Teachers; *Teacher Effectiveness; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Content Area Teaching; *Pedagogical Content Knowledge

This study investigated the ability of preservice secondary school history and social studies teachers to transmit knowledge of the subject to students through methodologies designed to translate theory into practice. Participants in the study were 23 student teachers certified to teach history and social studies by Washburn University (Kansas) from spring 1985 through spring 1990 and their respective cooperating teachers. Cooperating teachers completed a rating scale and provided data regarding teaching abilities demonstrated by student teachers. Student teachers also provided data by using the same evaluative instrument for assessing their own abilities in history and social studies. The other areas of the evaluation included the student teachers' ability to transmit subject matter to students and to translate theory into practice. Results suggest that cooperating teachers tended to rate student teachers higher than the preservice teachers rated themselves. Five appendices, comprising about 80 percent of this document are: (1) history and social studies tables, the mean and standard deviation; (2) tables ranking mean values derived from the evaluation of student teachers in history; (3) tables ranking mean values derived from the evaluation of student teachers in social studies; (4) tables presenting frequency of response to numerical position on rating scale; and (5) the evaluative instruments. (LL)

ED 350 256 SP 033 926

Reilly, David; And Others
Social, Political, and Economic Variables Associated with Successful and Unsuccessful Educational Change Efforts: Kenya, Japan, Malaysia, the Soviet Union and the United States.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Change Strategies; *Cultural Influences; Developing Nations; *Educational Change; Elementary Secondary Education; Foreign Countries; Group Unity; Nationalism; *Political Influences; Resistance to Change; *Sociocultural Patterns; *Socioeconomic Influences; *Traditionalism
IDENTIFIERS- Japan; Kenya; Malaysia; *Reform Efforts; United States; USSR

This paper, using five examples (Kenya, Japan, Malaysia, the Soviet Union, and the United States), explores some patterns of interactions among social, political, and economic activity (SPEA) and seven influences affecting the character of national systems of education. The educational change and improvement efforts in the five countries are described. Discussions about

ED 350 275 SP 034 060

Dana, Nancy Fichtman
Developing an Understanding of the Multicultural Classroom: Experiences for the Monocultural Preservice Teacher.
PUB DATE- Feb 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Culture; *Black Literature; Black Students; Books; *Childrens Literature; Educational Objectives; *Education Courses; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- African Americans; Florida State University

Demographic projections indicate that the classrooms of the future will be quite different from those of the past because of the increasing language and ethnic diversity found among the American student population. As a result, there has been increasing concern about preparing monocultural teachers for multicultural classrooms. Teacher education literature provides a limited framework for designing courses to prepare teachers for a classroom student culture different from their own. One of the most valuable avenues available to the preservice teacher who attempts to enter and understand a different culture is the avenue of reading literature. Exposure to children's literature that includes an array of cultural settings can help preservice teachers develop an understanding and appreciation of the diversity of cultures both within and outside the United States. Exposure to this literature will also help them develop a repertoire of readings which they can incorporate into their teaching practices. In a preservice course at Florida State University, children's literature was used to prepare White preservice student teachers to work with African American students in Leon County, Florida. This paper discusses selection of appropriate literature and gives specific examples of children's books and their use in the college course. Two categories of books are discussed: socially conscious books, which are written by White or African American authors for White audiences to acquaint readers with the African American condition; and culturally conscious books, which are written by African American authors who portray the uniqueness of being African American from the author's own perspective. (IAH)

ED 350 276 SP 034 065

Dana, Nancy Fichtman; And Others
Creating a Culture for Change: The University Researcher, Principal, and Teacher Family.
PUB DATE- Feb 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Change Strategies; College School

Higher Education; Hispanic Americans; Literature Reviews; *Minority Group Teachers; *Multicultural Education; Outcomes of Education; *Program Design; Teacher Education Programs; *Teacher Recruitment

The purposes of this literature search were to document the need to increase the number of minority teachers in the nation's elementary and secondary schools and review recommendations for designing a teacher education model to meet that need. Community colleges have proven to be the most successful institutions for helping Blacks and Hispanics make the transition from secondary to higher education. Recommendations from the literature provide the bases for the establishment of a model teacher education program by community colleges in cooperation with public schools and four-year institutions. Key components of this model include: recruitment in middle schools, high schools, non-traditional populations, and on-campus; support services to include attractive financial aid packages, academic support, and mentoring teams; curriculum development that includes multicultural experiences and field experiences in the first year of study; articulation agreements with four-year institutions; program evaluation that includes value-added measures; a multi-ethnic project team; and an advisory committee. A bibliography containing 48 references is included. (LL)

ED 350 295 SP 034 108

Chang, Yi-Shih; Card, Jaclyn A.
The Impact of Ancient Chinese Philosophy on Contemporary Leisure in China.
PUB DATE- Sep 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adults; Athletics; Buddhism; Children; *Confucianism; Cultural Context; Cultural Differences; *Cultural Influences; Foreign Countries; *Leisure Time; *Philosophy; *Recreational Activities; Taoism
IDENTIFIERS- *China

Little has been written on the impact of Far East civilization's thought and influence on leisure in China today. A discussion of Chinese history, outlined in three stages, clarifies the development of Chinese philosophy over the past 5,000 years. Chinese civilization and culture rest upon a philosophical basis shaped primarily by the principles of Confucianism, Taoism, and Neo-Confucianism. Confucianism stresses ideal human relationships. Taoism emphasizes the need to look beyond the promises and treaties of human beings for a source of peace and contentment. Neo-Confucianism joined certain metaphysical ideas of Buddhism and Taoism to Confucianism, resulting in an acceptance of the human cycle from birth to death as normal and good and a concentration on society and political reform in this life. A variety of recreation activities are embedded in Chinese culture and the people's daily living. Contemporary Chinese leisure can be discussed in three broad categories: tourism, sports, and general leisure activities. The most significant impact of Chinese thought on people's leisure life is based on three specific features of traditional Chinese society: agriculture as the base of living; family as the core of life; and Confucianism as the root of thought. Several historical and contemporary aspects of Chinese people's lives have influenced their leisure patterns, including limited free demonstrated a significant relationship with the independent variables in the regression models. Findings consequently indicate that few schools were classified as average on mean-based SEIs that were rated as ineffective on lower quartile based SEIs. Little mean-masking of lower quartile achievement is present. Six tables present study data, and 20 references are included. (SLD)

ED 350 314 TM 019 009

Lang, Michael H.; And Others
The Effect that Varying the Test Mode Had on School Effectiveness Ratings.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; *Criterion Referenced Tests; *Elementary Schools; *Evaluation Methods; Grade 3; Language Tests; Mathematics Tests; *Norm Referenced Tests; Primary Education; Public Schools; Reading Tests; *School Effectiveness; State Surveys; *Test Use
IDENTIFIERS- Educational Indicators; Kappa Coefficient; Louisiana; Residuals (Statistics); Testing Effects

The effect of alternating criterion-referenced tests (CRTs) with norm-referenced tests (NRTs) when evaluating schools was studied in a sample of 242 Louisiana public elementary schools accounting for over 18,000 third graders tested in 1989. The study used five separate multiple regression models, each producing studentized residuals used as school effectiveness indicators (SEIs). The SEIs were used to classify schools as effective, average, or ineffective. Each school was classified according to 10 different models. Cross-classification results were analyzed separately for: (1) CRT language arts and NRT language; (2) CRT language arts and NRT reading; and (3) CRT mathematics and NRT mathematics. Each comparison was tested with the kappa z-test. These tests were found to be significant beyond the 0.05 level. Magnitude measures were generally moderately consistent for CRT-NRT comparisons. Findings do not support alternating test modes when evaluating schools. Five tables present study data, and 19 references are included. (Author/SLD)

ED 350 315 TM 019 011

Anderson, Judith I.
Using the Norm-Referenced Model To Evaluate Chapter 1.
PUB DATE- Apr 91
NOTE- 20p.; Notes for a Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; Elementary Secondary Education; Equated Scores; *Evaluation Methods; *Federal Programs; *Models; National Norms; *Norm Referenced Tests; Pretests Posttests; Program Effectiveness; *Program Evaluation; School Districts; Test Norms

the University of South Africa. The model identifies the fundamental entities of the university as environment, finance, physical facilities, assets, personnel, and students. The model proposes a computerized decision support system which analyzes the mathematical relationships between different components of the system. The support system's data flow plan is presented as a plan that can be constructed independently within each entity, that generates output that can be used by another model as input, and that enables the measurement of variables in one submodel compared to another. The model emphasizes integrated scenario construction, in which a single run can potentially produce outputs of enrollment projections and projections of the needs for personnel, physical facilities, and finances. The paper describes the hardware and software requirements; the structure of files in the system; and the application of the model to enrollment, personnel planning, physical planning, long-term physical planning, and subsidy planning. A final section treats the establishment and use of efficiency measurements. Included are 15 figures and 6 references. (JB)

ED 349 871 HE 025 788

Kelly, Leonard J.
Retention: The Time-Dependent Nature of Academic and Social Integration. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Dropout Characteristics; Dropouts; Grade Point Average; Higher Education; Longitudinal Studies; *Predictive Measurement; *Social Integration; *Student Attrition; Student Evaluation; Time Factors (Learning)
IDENTIFIERS- *AIR Forum; *Coast Guard Academy CT; Multidimensional Approach

In response to increased attrition at federal service academies including Department of Defense and Coast Guard Academies, a multidimensional study was conducted of proposed theoretical longitudinal attrition models. The primary goal was to determine if persisters and resignees at the Coast Guard Academy could be differentiated based on a multidimensional measure of social and academic integration and to determine if the effect of such a measure was time-dependent. The study sample consisted of 281 cadets who entered the Coast Guard Academy class of 1991 and remained at the end of the fall freshman term. Measures of academic and social integration included grade-point averages, adaptability for service ratings, officer evaluation scores, conduct ratings, and dates of resignation. Results of the study suggest that cadets' sense of integration may be viewed as evolving over time and that measures of integration have their most profound effects in the immediate subsequent time period, for instance, fall freshman measures provided a practical means to discriminate between persisters and resignees only during the time period immediately following their reporting. The overall conclusion of the study was that the measures of social and academic integration are time-dependent, as the ability to predict group membership utilizing the vector of academic and social integration outcomes wanes with time. Included are 2 figures, 5 experience; the most interesting aspects of the internship; and how they would rate their overall experience. Suggestions are made for incorporating such students into the institutional research function. The paper concludes with the observation that internship experiences such as the one described are not only useful in providing hands-on experiences for undergraduates while they are still in college, but also having such persons assisting on various in-house projects enables the office to be more productive. (GLR)

ED 349 889   HE 025 806

Corak, Kathleen A.; Wharton, Donald P.
Strategic Planning and Organizational Change: Implications for Institutional Researchers. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Agents; College Administration; *Cultural Context; Decision Making; Educational Change; Educational Planning; Higher Education; Institutional Evaluation; *Institutional Research; *Long Range Planning; Models; *Organizational Change; Public Colleges
IDENTIFIERS- *AIR Forum; *Minot State University ND; Strategic Planning

This paper illustrates how planning, with the aid (or complicity) of institutional research, can be a revolutionary activity that facilitates change within an organization and brings the organization to a more accurate understanding of itself. It describes the use of strategic planning at Minot State University (North Dakota) to change a culture that was insular, reactive, complacent, inward-looking, and dependent on state resources to one that is more outward-looking, interactive, entrepreneurial, and globally aware. A planning model was constructed to complement the basic organizational structure of the institution and still allow for a two-way flow of information, counsel, and influence on university decision-making. The model called for analysis and synthesis progressing through four levels: departments, colleges, vice presidential areas, and cabinet. The strategic planning process involved: a major planning effort in year 1 and annual review and adjustments in years 2 through 5; a four-tiered planning structure; a guidance phase, planning and decision phase, and implementation phase; and yearly evaluation of all programs, activities, and resource allocations. The newly created Office of Institutional Research was charged with the evaluation of the first round of strategic planning. Strong and weak points of the planning process are discussed. The paper concludes with discussions and observations of what was learned in the planning lessons and how Minot State's planning process changed institutional culture. Contains 27 references. (GLR)

ED 349 890   HE 025 809

Distribution of High School Graduates and College-Going Rate: New York State. Fall 1991.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English

residents, county of residence, for other U.S. residents, state, and for non-resident aliens, country of origin); (4) county of institution location; (5) New York State Planning Region; and (6) contiguous counties (county of location plus the New York State counties immediately surrounding the county of location). The appendix contains a list of the regions, institution county locations, and contiguous counties. (GLR)

ED 349 909 HE 025 833

Geographic Origins of Students, Fall 1991. Volume II.
PUB DATE- Jul 92
NOTE- 537p.; For volumes I and III, see HE 025 832 and HE 025 834.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Comparative Analysis; *Credit Courses; Data Collection; *Enrollment; Full Time Students; Graduate Study; Higher Education; Part Time Students; Place of Residence; *School Statistics; School Surveys; State Colleges; Tables (Data); Transfer Students; Undergraduate Study
IDENTIFIERS- *State University of New York

This volume (second of three) contains statistical tables displaying origin or origin grouping of credit course students attending the State University of New York System. The volume contains six parts: Part 1 contains separate tables for each New York State county; Part 2 displays the permanent residence of students from outside of New York State broken out by standard geographic regions; Part 3 displays the percent distribution of all undergraduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions and region totals distributed across institutions; Part IV displays the percent distribution of all graduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions and region totals distributed across institutions; Part V contains the percent distribution of all first-time full-time undergraduate credit course students in terms of institutional totals distributed across the four New York State Planning and region totals distributed across institutions; and Part VI reports the percent distribution of transfer undergraduate students in terms of institutional totals distributed across the four New York State Planning Regions. (GLR)

ED 349 910 HE 025 834

Trends in Geographic Origins of Students Full-Time, 1959-1991, First-Time Full-Time, 1985-1991. Volume III.
PUB DATE- Jul 92
NOTE- 649p.; For volumes I and II, see HE 025 832-833.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; *College Freshmen; Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Trends; Foreign Students; *Full Time Students; Geographic Regions; Higher Education; Place of Residence; *School Statistics; State Colleges; Tables (Data)
IDENTIFIERS- *State University of New York

This volume (the third of three), displaying statistical tables (98 percent of the report) on enrollment trends for the State

Increasing Admitted Student Yield Using a Political Targeting
  Model and Discriminant Analysis: An Institutional Research-
  Admissions Partnership. AIR Professional File.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Admission (School); *College Admission; *College
  Choice; *Enrollment; *Enrollment Trends; Higher Education;
  Institutional Research; Liberal Arts; *Predictive Measurement;
  Statistical Analysis; Student Behavior
IDENTIFIERS- *Whitman College WA

A technique is described for private liberal arts colleges to assess the probable matriculation behavior of admitted applicants. By performing a multiple discriminate analysis of data obtained from applicants admitted during a previous admissions season, and applying the information to a decision-making strategy used in political elections the procedure can be used to increase the institution's yield. The method calls for complete and detailed data on applicants from the immediately preceding admissions season which provides the basis for differentiating between those who enrolled at the target institution, and those who matriculated at competitor schools. In addition, information from the analysis of this data set must be applied to findings on currently admitted applicants in order to build a prediction function consisting of the factor weights produced from the initial data with the available data and currently admitted applicants. The information, subject to the prediction equation, produces categories of candidates with a high, intermediate, and low probability of matriculating at the school. Included in the paper is a detailed description of the application of this system to the admissions process at Whitman College (Washington) in 1988. (JB)

ED 349 930 HE 025 860

Neff, Charles B.; Leondar, Barbara
Presidential Search: A Guide to the Process of Selecting and
  Appointing College and University Presidents.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Teachers Insurance
  and Annuity Association, New York, NY. College Retirement
  Equities Fund.
PUB DATE- 92
NOTE- 125p.; For a revised version of the original work by John
  W. Nason, see ED 247 877.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Administrator Qualifications; Administrator
  Selection; Advisory Committees; Board Administrator
  Relationship; *College Presidents; *Governing Boards; Higher
  Education; Leadership; *Search Committees (Personnel)

This book presents a comprehensive approach to the presidential search for institutions of higher education. Beginning with the premise that each institution must tailor the search to its own needs and circumstances, the book offers options and guidelines in nine chapters. The first chapter reviews initial steps

(141)
DESCRIPTORS- Adoption (Ideas); Communications Satellites; *Distance Education; Educational Technology; *Educational Television; Elementary Secondary Education; *Grants; Inservice Teacher Education; *Interactive Video; Postsecondary Education; Program Descriptions; Public Television; State Aid; *State Legislation; *State Programs; Telecommunications; Videotape Recordings
IDENTIFIERS- *Video Instr Develop Educ Opportunity Prog MO

The Video Instructional Development and Educational Opportunity Program (VIDEO), enacted by the General Assembly of the state of Missouri through Senate Bill 709, encourages all educational institutions in the state to supplement educational opportunities through the use of telecommunications technology, including instructional television programming and satellite broadcast instruction. VIDEO has three subprograms: (1) grants to public school districts, institutions of higher education, and public television stations for equipment and instruction; (2) development of instructional programs to be transmitted through the airwaves or by cable available free of charge to the public; and (3) development of instructional programs to be made available on a subscription basis. Grants for initial access, continuation, broadcast, program development, and discretionary funds for innovative projects are available under the VIDEO program. This report presents summaries of the activities of Year One and Year Two of the program and descriptions of representative programs from four districts which highlight the strengths that have emerged as VIDEO approaches its third year of implementation. Appendix A provides information on 1990-91 participation in the program by individual districts, including access (satellite, cable, Instructional Television Fixed Service-ITFS); purchases (television, videotape recorders, microcomputers, interactive video, stand-alone media courses); and the names of contact persons. (ALF)

ED 349 949 IR 015 680

Sooh, Mary
Videos: Selecting Only the Best.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Instructional Material Evaluation; *Media Selection; *Videotape Recordings

This paper describes a video selection process that will assure educational practitioners of getting the most for their money; examines the steps necessary in an effective evaluation; and explains how to implement those steps. Teachers and librarians are advised to have more than one person evaluate a program, perhaps another teacher or students who will be using videotapes. The aspects of a video to be taken into consideration are briefly discussed, including production values, whether it comes with a teacher's guide, whether it encourages students to interact with the program, the accuracy and currency of the information being presented, whether the manner of presentation makes the material easy to understand, the pedagogical techniques used, the pacing of the program,

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Change; *Educational Planning; *Educational Policy; *Educational Technology; Elementary Secondary Education; Equal Education; Government Role; Higher Education; Information Technology; *Instructional Improvement; Lifelong Learning; Long Range Planning; *Outcomes of Education; Research Problems; Research Utilization; Teacher Education
IDENTIFIERS- Learning Environment

This report presents four papers about the use of technologies in education and a policy statement of the Council of Chief State School Officers (CCSSO). The papers were commissioned for a conference designed to stimulate discussion and action among leading technology specialists at all levels of education, private sector representatives, and technology experts from state education agencies. Each of the papers addressed one of the four key issues considered at the conference, i.e., learning alternatives created with technology, student outcomes of learning technologies, integration of technology into teaching, and planning for learning technologies. The papers are: (1) "Learning Alternatives: Technology in Support of Lifelong Education" (David D. Thornburg); (2) "To Lead or To Follow: The Role and Influence of Research on Technology" (Saul Rockman); (3) "Technology Integration and Teachers' Professional Development" (Karen Sheingold); and (4) "Planning for the Technology-Rich Learning Environments of the Future" (Barbara O'Connor). It is noted that the policy statement which concludes the report--"Improving Student Performance through Learning Technologies"--is based in large measure on deliberations about these papers by the 175 participants in the conference, and that it outlines the action required at several levels of government to achieve full integration of technology into education. (ALF)

ED 349 968 IR 015 847

Swan, Karen; Black, John B.
Logo Programming, Problem Solving, and Knowledge-Based Instruction.
PUB DATE- Apr 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Computer Assisted Instruction; Educational Strategies; Expert Systems; Intermediate Grades; Junior High Schools; Microcomputers; *Problem Solving; Programing Languages; *Thinking Skills
IDENTIFIERS- *LOGO Programing Language

The research reported in this paper was designed to investigate the hypothesis that computer programming may support the teaching and learning of problem solving, but that to do so, problem solving must be explicitly taught. Three studies involved students in several grades: 4th, 6th, 8th, 11th, and 12th. Findings collectively show that five particular problem solving strategies can be developed in students explicitly taught those strategies and given practice applying them to

(141)
DESCRIPTORS- Advocacy; Archives; Databases; Equipment; Facility
Requirements; *Financial Support; Information Scientists;
Information Storage; *Library Materials; Policy; *Preservation;
*Prevention; *Records Management; Resource Allocation;
Supplies; Training
IDENTIFIERS- *North Carolina Preservation Consortium

A solid approach to preservation can prevent or minimize the losses North Carolina is suffering because library books are falling apart, legal records are disintegrating, and computer files are being lost. Preventing losses before they occur saves tax money. For this and other reasons prevention should be public policy. North Carolina information managers need to be aware of the steps they can take to preserve materials. Facilities considerations include climate control, lighting, storage, and effective housekeeping. Security systems and policies and disaster preparedness planning help protect materials during emergencies. Materials and supplies should be of archival quality, and copying or microfilming processes need to meet preservation standards. Books and serials should be bound. Staff engaged in materials repair must be trained by preservation professionals. Policies and procedures on the use, care, and retention of materials should reflect preservation considerations. The budget needed to carry out these activities is, in the long run, less expensive than repairing or replacing damaged or lost materials. The North Carolina Preservation Consortium responds to preservation needs by providing information, coordinating joint efforts, and leveraging support. The Consortium is a forum through which information managers can share expenses and expertise. It provides disaster preparedness training, and it will inaugurate preservation databases and constituent information programs. Individual, institutional, and corporate members are welcome. (KRN)

ED 349 989   IR 054 170

Pearson, Debra, Ed.
Technology: Today and Tomorrow. Proceedings of the Spring Meeting
of the Nebraska Library Association--College and University
Section and Special and Institutional Section (Fremont,
Nebraska, May 22, 1992).
PUB DATE- 92
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Computer Networks; Databases;
Evaluation Criteria; Financial Support; Higher Education;
Information Networks; Interpersonal Competence; *Library
Automation; *Library Planning; Library Role; Local Area
Networks; *Online Catalogs; Online Searching; Optical Data
Disks; *Professional Development; *Programing Languages;
Resource Allocation; Rural Areas
IDENTIFIERS- Fulbright Exchange Program; Multimedia Materials;
Nebraska Library Commission; *Nebraska Online; Vendors; Virtual
Reality

The papers presented at this conference challenged participants to become an integral part of the planning necessary to keep libraries on the cutting edge of technological advances. Academic libraries are admonished to reposition themselves to deliver both new and traditional services, or face the prospect of being preempted by other agencies. The selected paper of the conference, "Nebraska Online," explains the electronic information service developed by the Library Commission to

America, Europe, Australia, and Japan are described. Technical and policy issues, including governance, intellectual property rights, appropriate use, access, and staffing, are considered in the fifth chapter. Chapter 5 also discusses the outlook for developing nations; chapter 6 looks briefly at future network initiatives; and chapter 7 summarizes benefits of and obstacles to library use of research networks. Relevant standards are listed; and the appendix provides background information (i.e., name, date started, purpose, location, configuration, governance, financing, membership, and connections) for networks in North America, Europe, Eastern Europe, Australasia, South East Asia, Southern Asia, the Far East, Latin America and the Caribbean, the Middle East, and Africa. (MES)

ED 350 007 IR 054 191

Darby, Christine
Traveling on the Internet.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Libraries; *Autoinstructional Aids; *Computer Networks; *Electronic Mail; Higher Education; *Information Networks; Information Transfer; Interlibrary Loans; *Online Catalogs; *Online Searching
IDENTIFIERS- *Internet; Pennsylvania State University

This guide is designed for people who are new to the world of electronic/telecommunication access. It is an easy-to-read, self-instructional tool designed for beginning Internet users. Through a step-by-step process, the guide introduces searching online catalogs in libraries. A discussion of library search strategies is followed by seven steps for accessing and using online catalogs, including how to log on to the user's account, log into the library's system, follow system directions for searching, save the search, and log off. File transfer protocol is then summarized. The guide also describes the use of electronic discussion groups. Five appendices contain electronic addresses and search commands for the online catalogs of eight libraries; explanations of terms and abbreviations; a print-out of a sample search of Pennsylvania State University's Library Information Access System (LIAS); a bibliography that includes general assistance resources, a description of lists of libraries and databases available through Internet, and a list of 21 journal articles; and a discussion of problems that can occur when using computer-based communications. (KRN)

ED 350 008 IR 054 192

Galler, Anne M.; Coulter, Joan M.
La Administracion de las Bibliotecas Escolares (School Library Administration). IFLA Professional Reports, No. 29.
PUB DATE- 91
NOTE- 81p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Card Catalogs; *Cataloging; Classification;

Instructional Improvement; Liberal Arts; *Microcomputers; Seminars; Summer Programs; Teacher Workshops; Two Year Colleges; Vocational Education; *Writing (Composition); *Writing Processes
IDENTIFIERS- Genesee Community College NY; Historical Analysis

Genesee Community College (GCC), in New York, received a National Endowment for the Humanities grant to conduct a faculty seminar focusing on the role and historical context of the computer as a medium for writing. Twenty GCC faculty from the humanities, as well as from career/technical programs, participated in the seminar in the summer of 1992. During the first week, faculty explored hypertext, a form that transcends the linear, bounded, and fixed qualities of the traditional written text. For two days faculty (many of whom had no prior computer experience) had hands-on experience in the computer lab, where they built rudimentary hypertexts that might be used in their classes. In the second week, a historical examination of human communication commenced, ranging from oral cultures predating the written word to cultures of the Middle Ages. During the third week, faculty investigated collections of knowledge, the printing revolution of modern Europe, artificial intelligence, and interactive fiction. Participants also viewed medieval manuscripts and codices at Cornell University, and the films "2001: A Space Odyssey" and "2010." The fourth week was devoted to the Electronic Age, including explorations of print forerunners to electronic text, interactive fiction in a computer lab, the effect of television on communication, virtual reality technology, and cultural literacy. Following the seminar, GCC sponsored a national telephone conference to share the experience with other colleges. (MAB)

ED 350 025 JC 920 474

Yao, Min
Environmental Scanning Report, 1992.
PUB DATE- 10 Aug 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; College Planning; College Role; Community Colleges; Curriculum Development; *Demography; Economic Change; *Economic Climate; *Educational Environment; Educational Needs; Enrollment; *Enrollment Trends; Foreign Countries; Immigrants; Labor Force Development; Labor Needs; Social Influences; Tables (Data); Two Year Colleges
IDENTIFIERS- *Environmental Scanning; *Vancouver Community College BC

In response to the change in the provincial economy from natural-resource-based industries to service-oriented industries, Vancouver Community College (VCC) in British Columbia (BC) conducted an environmental scan of the social and economic trends in the college's service region that will most likely affect prospective students' educational and training needs. Results of the study are presented in this report, which provides data on the following topics: VCC's service area; population and employment trends in the service area; the impact of changing traffic flows on VCC enrollments; the effects of the decreasing 18-34 age group; the impact of other provincial community colleges, the BC Institute of Technology, and universities on VCC enrollment; the impact of social trends and proposed changes in BC's education system on VCC; the impact of the increasing number of immigrants in the region; and operating space needs. Highlighted findings include the

the ideas of limits, tangent lines, derivatives, maximums, minimums, integrals, areas, and volumes and to see the relationships among these areas of calculus; and (3) "The Use of Computers in Calculus IV and Differential Equations," by Keith Shuert, which describes the use of computers to display and rotate multivariate surfaces, to graph the fields and solution curves of differential equations, and to conduct numerical simulations. The bulk of the report consists of sample materials and worksheets from the course taught by Blass. (PAA)

ED 350 041 JC 920 493

Merren, John
Curriculum Procedures in Metropolitan Multicampus Community Colleges.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *Administrator Role; *College Curriculum; Committees; Community Colleges; Community Role; *Curriculum Development; *Decision Making; Governance; Institutional Autonomy; *Multicampus Districts; Questionnaires; School District Autonomy; State Standards; *Teacher Role; Two Year Colleges

An examination of curriculum development procedures at multicampus community colleges was conducted through telephone interviews with administrators from the following five institutions: Miami-Dade Community College, in Florida; Northern Virginia Community College; Pima Community College, in Arizona; Tarrant County Junior College District, in Texas, and Cuyahoga Community College District, in Ohio. Each is a unified college with regional accreditation and a single catalog. With enrollments ranging between 24,000 and 51,000, all of the colleges have multicampus representation on a deliberating body to balance campus issues against broader concerns of faculty, students, the community, and state governance bodies. Each also has a professional coordinator of curriculum who presides over the process to ensure consistency, to maintain processing of complex paperwork, and to provide technical assistance to those who initiate and react to proposals for new curriculum or changes in existing courses or programs. The bulk of this report provides a detailed comparison of specific policies and mechanisms in place at the five colleges, including the following: (1) campus approval procedures; (2) district-wide review and approval; (3) state level curriculum authority; (4) the role of constituent groups; and (5) intercampus reliability and quality control. The report concludes that each of the five colleges has responded differently to the need to balance campus autonomy with district-wide concerns, to establish systematic procedures that provide timely information concerning curriculum proposals, and to include a diverse group of college stakeholders in the decision process. The survey instrument is appended. (MAB)

ED 350 042 JC 920 495

California Community College Home Economics Program Plan, 1992. Including: Directory of Professional and Trade Organizations and Directory of Home Economics and Related Program Areas and Instructional Staff.

the literature, data tables, and 52-item bibliography are included. (PAA)

ED 350 058 JC 920 516

Levine, Judith R., Ed.; Indenbaum, Gene, Ed.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, New York, March 18-20, 1992).
PUB DATE- Mar 92
NOTE- 142p.; For selected individual papers, see JC 920 517-523.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; Classroom Research; *Classroom Techniques; *College Instruction; Course Content; Critical Thinking; Cross Cultural Studies; *Curriculum Development; Ethical Instruction; Feminism; Grading; Higher Education; *Instructional Innovation; Interdisciplinary Approach; Multicultural Education; *Psychology; Student Motivation; *Teaching Methods; Undergraduate Study; Workbooks; Writing Instruction
IDENTIFIERS- *Diversity Concept

This conference proceedings report includes: (1) "Grading Papers More Objectively and Effectively," by Anita M. Meehan; (2) "The Use of Student Workbooks in Introductory Psychology Courses," by Donna L. Reittinger and Kathleen Crowley-Long; (3) "Curriculum Integration and Cross-Cultural Psychology," by Susan B. Goldstein; (4) "Student Outcomes and Evaluation of an Undergraduate Course on Ethical Issues in Psychological Research and Practice," by John B. Morganti; (5) "Using Active Learning to Teach Critical Thinking," by James Bell; (6) "A Different Approach to Sensation and Perception in the Introductory Psychology Course," by Laura L. Snodgrass; (7) "Teaching the Reluctant Student: Coping with the Resistance," by Robert A. Bernstein; (8) "A Trans-Disciplinary Writing Project in Introductory Psychology," by Alan C. Tjeltveit; (9) "Who Is This Child? Children's Literature in a Human Development Class," by Joan C. Mulligan and Lynn A. Book; (10) "The Teaching of Psychology with a Gender-Balanced Curriculum," by Stacey Beth Zaremba; and (11) "Freud, Problem Solving, Ethnicity, and Race: Integrating Psychology into the Interdisciplinary Core Curriculum," by Dana S. Dunn. A copy of the complete conference program is provided. (PAA)

ED 350 059 JC 920 517

Meehan, Anita M.
Grading Papers More Objectively and Effectively.
PUB DATE- Mar 92
NOTE- 12p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (6th, Ellenville, NY, March 18-20, 1992); see JC 920 516.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Evaluation Criteria; Grades (Scholastic); *Grading; Higher Education; *Research Papers (Students); *Student Attitudes; *Student Evaluation; Teacher Student Relationship; Undergraduate Students; Undergraduate Study; *Writing Evaluation
IDENTIFIERS- Kutztown University PA

from a teacher, but without initial clarity about their purpose and promise. Possible objections to having schools provide breaks from everyday experience may arise from a desire for meaningfulness in instruction, may be based on research in cognition, or may be drawn from Dewey's philosophy of education. However, all these potential sources of objection can be seen as ultimately supporting the need for breaks from everyday experience: breaks that are necessary for children if they are to reap the benefits of schooling. (Author/AC)

ED 350 076 PS 020 617

Guddemi, Marcy; And Others
How To Plan, Organize, and Implement a PlayDay.
PUB DATE- May 92
NOTE- 21p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (43rd, Tulsa, OK, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; *Childrens Games; Day Programs; *Leaders; Parks; *Play; *Program Development; Program Implementation; *Recreational Activities
IDENTIFIERS- *Playdays

A PlayDay is a day designed to draw attention to a range of play activities, while providing an opportunity for children, families, members of the community, and teachers to share in physical and mental challenges without facing the pressure of winning or losing a game. PlayDays can range from massive park events for thousands of children and adults to small picnics for small children. Playleaders promote safety and creative, free-flowing games throughout the PlayDay. The types of games vary depending on the site and the composition of the group. The game schedule should alternate between active and passive games to give players and leaders a chance to rest. The equipment used should be as simple and inexpensive as possible, so that it can be easily replaced. This paper describes the American affiliate of the International Association for the Child's Right to Play (IPA/USA). Guidelines for planning, organizing, and implementing a PlayDay are provided. Considerations for particular games are covered. The final sections contain a worksheet for planning games and activities; a 10-item bibliography; a checklist, which lists all the committees that might be involved in a PlayDay; a blank quick-check form for the committees; and IPA/USA membership information. (AC)

ED 350 077 PS 020 620

Helping Your Child Succeed in School.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

are outlined. (AC)

ED 350 095 PS 020 735

Thornton, Susan M.
The Journey to a Desirable Future for Colorado's Young Children and Their Families. Second Annual Report. A Report of the Colorado Interagency Coordinating Council to the People of Colorado.
PUB DATE- 90
NOTE- 29p.; Colored "boxes" and print are used throughout the publication.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Annual Reports; *At Risk Persons; *Developmental Disabilities; *Early Intervention; Family Involvement; *Family Programs; Individualized Programs; Professional Training; *Social Services; Special Programs; State Agencies; State Programs; *Young Children
IDENTIFIERS- Case Management; *Colorado; Public Awareness

This booklet, which is designed for Colorado families with children who have physical or mental disabilities or are at risk for such disabilities, outlines six support mechanisms for these families. The mechanisms include: (1) the early identification process, which is used to locate, evaluate, and identify eligible young children; (2) case management, which ensures that the services required are actually provided; (3) the Individualized Family Service Plan (IFSP), which is developed by the family and a multidisciplinary team of health care and educational professionals; (4) public awareness, which involves informing the public about disabled or at-risk children through a centralized service and resource directory and community education programs; (5) development of responsibility by training parents, professionals, paraprofessionals, and volunteers to work with these young children and their families; and (6) assurance of accountability by providing a single line of responsibility through the Colorado Department of Education's Special Education Services Unit. This unit works with the Colorado Interagency Coordinating Council to handle concerns and complaints and to safeguard the rights of young children and their families. (MDM)

ED 350 096 PS 020 748

Kids Can't Wait: Action for Minnesota's Children. A Report to the Governor and People of Minnesota from the Action for Children Commission.
PUB DATE- Feb 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Adolescents; *Children; Child Welfare; Cultural Differences; Disadvantaged Youth; Elementary Secondary Education; Family Environment; Family Involvement; *Parent School Relationship; Poverty; *School Community Relationship; *Social Services; Statewide Planning
IDENTIFIERS- *Minnesota

The Action for Children Commission was created in 1991 to study the lives of young Minnesotans, develop a vision of what their

ED 350 114 PS 020 893

Readiness for School: The Early Childhood Challenge.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Children; *Delivery Systems; Disadvantaged Youth; Early Childhood Education; *Early Intervention; *Learning Readiness; Planning Commissions; Public Policy; *Regional Planning; *School Readiness; Social Services; State Agencies; State Programs; Statewide Planning
IDENTIFIERS- *Southern Regional Education Board

This report addresses problems associated with school readiness and offers recommendations intended to help the 15 member states of the Southern Regional Education Board (SREB) meet goals that were adopted in 1988. After discussing the importance of school readiness, the report lists some obstacles to readiness that are especially prevalent in the South, such as high infant mortality rates, high levels of poverty, and poor health care. It encourages all public policies and programs in the SREB states to confront these concerns and overcome such barriers to change as the fragmentation of social services, inadequate funding, and lack of local responsibility. The report recommends that states: (1) establish statewide strategic plans for children and families with specific goals and objectives; (2) identify and provide expectant parents with information about available services; (3) assure that children receive preventive health care; (4) ensure that children have a continuous relationship with at least one nurturing, healthy adult; (5) ensure that children are nurtured in a safe environment; (6) ease the transition of children into the educational system; (7) institute comprehensive health education in all grades; (8) take aggressive steps to streamline and standardize program eligibility requirements; and (9) identify common regional issues and work to address them. (Contains 84 references.) (MDM)

ED 350 115 PS 020 895

Schell, Leo M.; Burden, Paul
Countdown to the First Day of School: A 60-Day Get-Ready Checklist for: First-Time Teachers, Teacher Transfers, Student Teachers, Teacher Mentors, Induction-Program Administrators, Teacher Educators. NEA Checklist Series.
PUB DATE- Sep 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Classroom Design; *Classroom Environment; *Classroom Techniques; Discipline; Educational Facilities; *Educational Planning; Elementary Education; Elementary School Teachers; Family School Relationship; *Instructional Development; Instructional Materials; Teacher Student Relationship

Stiegelbauer, Suzanne; Lacey, Veronica
Where We Are, Where We Are Going, and How We Will Get There: North York's Benchmarks Process.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Boards of Education; *Educational Objectives; *Educational Testing; Elementary Secondary Education; Foreign Countries; *Professional Development; Program Administration; School Districts; Small Schools; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Benchmarks Project ON; North York Board of Education ON

This paper describes the organization, design, and adaptations of the North York's Benchmarks Project (Ontario, Canada). This project began in response to the interests and innovations of several schools within a large school board. Then the project moved to the regional and whole-board level, implemented as a top-down strategy. The term "benchmarks" refers to a measure that represents student learning outcomes at a particular point in time relative to program objectives. The benchmark serves as a point of reference against which future measures of student learning outcomes may be compared to monitor the extent of growth. The project was also intended to support teacher growth and to develop the subject area of focus. Organizational changes occurred as the project grew, including the following: (1) a key staff appointment was made in the board of education; (2) a supervisory officer was appointed to oversee development of the project; and (3) the project became a top priority for the school board. Teacher response to the project at the early stage was negative, reflecting anxiety about the standardized tests. The problem was resolved as the project went on and the teachers became experienced with the process. The top-down directive also acted to change teachers' behavior, as it indicated that teachers had to use the tests, regardless of their attitudes. The issue of teacher information and support needs to be addressed if the project is to continue to meet its objectives. Question and answer sheets describing the Benchmarks Project are included. (LP)

ED 350 133 RC 018 812

Carlsen, Williams S.; Monk, David H.
Rural/Nonrural Differences among Secondary Science Teachers: Evidence from the Longitudinal Study of American Youth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mathematics Education; *Rural Urban Differences; *Science Education; *Science Teachers; Secondary Education;

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Responsibility; Class Activities; Demography; *Developing Nations; *Economic Development; Environmental Education; *Geographic Concepts; *Global Approach; Instructional Materials; Learning Activities; Lesson Plans; *Population Education; Reading Materials; Secondary Education; Student Responsibility; Teaching Guides
IDENTIFIERS- Environmental Awareness; Environmental Issues; Environmental Protection; *Sustainable Development; World Views

A teacher's guide and student resource book developed by geography, social studies and economics teachers comprise this teaching kit. The kit was developed to help seventh through twelfth grade students understand the links between population and the environment in the context of sustainable development. The goal of the project is to develop students' concern for the environment, a sense of responsibility for its protection, awareness of the links between population and the environment and the realization that they live in a global village. The "Student Resource Guide" consists of articles written by journalists in developing countries. In an effort to give students a view of global problems from a perspective different than that of the United States, the articles are unedited and contain some inconsistencies with respect to the word usage and spelling. The readings in the student materials are divided into geographic units: the world, Africa, Asia and Latin America. Within each unit is an article on the entire region, and when available, on specific countries in that region. The "Teacher's Guide" consists of 27 lessons that complement the articles. The lessons expand on selected concepts and issues and help students make the connections between population growth, environmental concerns and sustainable development. Accompanying worksheets can be found at the end of the lessons. The teacher's guide contains a learning matrix showing the countries, topics and skills that are covered in each lesson or reading. Each section begins with a resource listing of additional books, articles and audiovisual aids. (MCO)

ED 350 151 SE 052 946

Stavy, Ruth; And Others
Students' Problem-Solving in Mechanics: Preference of a Process Based Model.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Foreign Countries; Grade 11; High Schools; High School Students; Models; *Physics; *Problem Solving; *Science Education; Science Instruction; Science Teachers
IDENTIFIERS- *Israel

Research in science and mathematics education has indicated that students often use inappropriate models for solving problems because they tend to mentally represent a problem according to surface features instead of referring to scientific concepts and features. The objective of the study reported in this paper was to determine whether 34 Israeli 11th grade students who studied physics as their major (novices) and who studied and

Movement of Engineers. Appendices include: Dr. Morris' address to the plenary session of the Council of Graduate Schools on Dec. 5, 1991; a letter from J. P. Densler to P. Henry; a statement from NAFSA Association of International Educators; and a statement from the National Association of State Universities and Land-Grant Colleges. (MDH)

ED 350 168 SE 053 233

Kuenzi, N. J.; Prielipp, Bob
Cryptarithms and Other Arithmetical Pastimes. Topics for Teachers Series--Number 1.
PUB DATE- May 79
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Arithmetic; Computation; Elementary Secondary Education; *Enrichment Activities; Learning Activities; Mathematical Applications; *Mathematical Enrichment; Mathematics Education; *Problem Solving; *Puzzles; Thinking Skills

This booklet is a collection of 45 problems that have appeared in the Problem Department of the journal "School Science and Mathematics." The booklet is divided into four parts. The first part presents 20 cryptarithms, puzzles in which letters or symbols are substituted for the digits in an arithmetical calculation, that require knowledge of arithmetic and some degree of ingenuity to solve. The second part is called arithmetical pastimes and presents 25 problems requiring some facility with algebra. The two sections include hints and/or answers to the problems. Complete solutions as they were appeared in the journal are reprinted in the final two parts of the booklet. The number of the problem and month and year of publication are given for each problem. (MDH)

ED 350 169 SE 053 237

House, Peggy A., Ed.
Science and Mathematics: Partners Then...Partners Now. Readings from "School Science and Mathematics" on the Integration of Science and Mathematics. Topics for Teachers Series Number 5.
PUB DATE- 90
NOTE- 204p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Journal Articles (080)
DESCRIPTORS- Algebra; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Functions (Mathematics); Geometry; Holistic Approach; Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Mathematical Models; Mathematics Education; *Mathematics Instruction; Physics; Science Education; *Science Instruction; Scientific Concepts; Secondary School Mathematics; Secondary School Science; *Teaching Methods

The School Science and Mathematics Association seeks to improve the teaching and learning of mathematics and science and to promote the integration and interrelationships among these disciplines. This monograph presents 20 articles that have appeared in the association's journal, "School Science and Mathematics," between the years of 1905 and 1988 that addressed report also contains the text of a recommendation to ministries of education on the struggle against illiteracy. The texts of seven untitled addresses made during the conference, lists of documents distributed during the conference, national reports submitted to the conference, and a list of participants are included in appendices. (DB)

ED 350 188 SO 022 010

Focus on Law Studies, 1990-91.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship Education; Civil Liberties; *Community; Constitutional Law; Educational Resources; Higher Education; *Law Related Education; *Liberal Arts; Political Science; *Teaching Methods; United States History
IDENTIFIERS- Bill of Rights; United States Constitution

The fall 1990 issue includes essays that recapture some of the presentations and thinking of the 1990 American Bar Association annual conference on higher education, entitled "American Citizenship and the Constitution." The idea of community was a recurring theme of the conference, and is the focus of three essays included in the Fall 1990 issue: "Liberty and Community: Values in Tension" (Donald P. Kommers); "'Our Town' or 'Twin Peaks': The Dark Side of Community" (Paul R. Joseph); and "Diversity and Citizenship" (Rachel F. Moran). This issue also includes the articles: "Against the Socratic Method: Fostering Student Self-Confidence and Intellectual Independence" (Susan R. Burgess); "An Invitation to the Dance: A Reply to Professor Burgess" (Lief H. Carter); "Whatever Happened to...? A Look at York University Law and Society Graduates" (Jane Banfield Haynes); and "Supreme Court Justices in the Classroom: In Their Own Words" (Robert X. Browning; William P. McLauchlan). The spring 1991 issue contains the following articles: "Teaching Civil Liberties in the Bicentennial Year" (Joel B. Grossman); "Actively Engaging Students in Study about the Law" (Tom Sweeney); "Using Law as an Interpretive Framework for the Study of American History" (Shirley J. Burton); "Law, Literature, and Humanistic Study" (Robert J. Christopher); and "Enriching the Classroom through Alliances with the Local Bar and Other Community Groups." (DB)

ED 350 189 SO 022 017

Bognar, Carl J.; And Others
Social Studies in British Columbia: Technical Report of the 1989 Social Studies Assessment.
PUB DATE- 91
NOTE- 509p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Grade 4; Grade 7; Grade 10; *National Surveys; *Social Studies; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *British Columbia

In May 1989, over 100,000 British Columbia (Canada) students in grades 4, 7, and 10 took part in social studies attitude and achievement surveys. All grade 10 teachers were asked to

NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employed Women; Employment Opportunities; *Equal Opportunities (Jobs); *Federal Government; *Females; Hearings; *Sex Discrimination; Sex Fairness
IDENTIFIERS- Congress 102nd; *Glass Ceiling

These proceedings are from a hearing that addressed the so-called "glass ceiling"--the dearth of women in mid- and upper-management level positions in corporations and other organizations. Statements of the following persons are included: Senator Paul Simon; Elsie Vartanian, Director of the Women's Bureau; Senator Robert Dole; Lynn Martin, Secretary, Department of Labor; Representative Susan Molinari; Eleanor Hinton Hoytt, National Council of Negro Women, Inc.; Pat Taylor, National President, National Federation of Business and Professional Women's Clubs; Judith L. Lichtman, President, Women's Legal Defense Fund; Marica D. Greenberger, Co-president, National Women's Law Center; and Eleanor Cutrie Smeal, President, The Feminist Majority Foundation; and Ellen W. Ober. (DB)

ED 350 213 SO 022 362

UNESCO Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (APEID) (12th, Chaing Mai, Thailand, August 20-27, 1990). Final Report.
PUB DATE- 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Educational Development; Educational Policy; Foreign Countries; International Cooperation; *International Education; *International Educational Exchange; International Organizations
IDENTIFIERS- *Asia Pacific Programme of Educ Innovat for Develop; *Asia Pacific Region; UNESCO

This document is the final report of a Regional Consultation Meeting (RCM) on the Asia Pacific Programme of Educational Innovation for Development (APEID), a mechanism developed by UNESCO to bring about regional cooperation in education in Asia and the Pacific. This RCM was attended by 55 participants, resource persons, and observers from Australia, Bangladesh, China, Democratic People's Republic of Korea, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tongo, Turkey, and the USSR. The report is divided into five parts. While part 1 is an introduction, part 2 reviews APEID activities conducted from January, 1987-1990. Part 3 presents ideas emerging from the regional symposium for future APEID programming. Part 4 offers materials concerning the education of disadvantaged groups undertaken by countries in the region. Part 5 discusses future directions of APEID, including the proposed program areas for the 1992-1996 programming cycle of APEID. Five annexes also are included: (1) Agenda; (2) Addresses; (3) List of participants; (4) Members of the working groups; and (5) List of documents. (DB)

ED 350 214 SO 022 366

publication of these records are providing researchers with the source material necessary for a balanced assessment of the Dutch impact in North America. This publication provides background information on the project, copies of two Dutch colonial documents that have been transcribed and translated, articles and reviews about the project, letters of support, and a list of project donors. (DB)

ED 350 236 SO 022 565

Muldoon, James P., Jr., Ed.
A Guide to Delegate Participation, 1992-93.
PUB DATE- Aug 92
NOTE- 258p.; For a related document, see SO 022 567.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Developed Nations; Developing Nations; Foreign Countries; Foreign Culture; Higher Education; Intermediate Grades; International Education; *International Organizations; *International Relations; Learning Activities; *Role Playing; Secondary Education; Simulation; Student Participation; *Student Projects; *World Affairs
IDENTIFIERS- *Model United Nations; *United Nations

This publication is designed to help students prepare for participation in Model United Nations activities. A Model U.N. conference simulates the activities of a United Nations body, usually the Security Council or the General Assembly and its committees. Participants assume the roles of representatives of Member States to the United Nations (U.N.) and consider items from the U.N. System's agenda. Organized into five chapters, the guide's first chapter provides background information on the United Nations and the nature of multilateral diplomacy. The second chapter contains information about preparing for a Model U.N. conference. The third chapter, which comprises much of the book, is designed to introduce the reader to the major issues and problems faced by six regions of the world--Africa, Asia and the Pacific, Europe, Latin America, the Middle East, and North America. Chapter four contains the voting records and selected resolutions of the 46th General Assembly. Finally, chapter five contains items for reference: an annotated bibliography, the Charter of the United Nations and Statute of the International Court of Justice, and the Permanent Missions to the United Nations. (DB)

ED 350 237 SO 022 567

Muldoon, James P., Jr.
The Model United Nations in Brief.
PUB DATE- 15 May 92
NOTE- 10p.; For related documents, see ED 305 281 and SO 022 565.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developed Nations; Developing Nations; Foreign Countries; Foreign Culture; Higher Education; Intermediate Grades; International Education; *International Organizations;

Kenya, Japan, and Malaysia illustrate the interplay of SPEA that have resulted in their educational systems successfully coping with the need to adapt to a rapidly changing world. A discussion of the United States and USSR illustrates how the interaction of SPEA can lead to unsuccessful educational improvement outcomes. A review of the five countries indicates that a sense of national unity, the general economic situation, and basic beliefs and traditions influence the success of efforts at educational reform and improvement. These factors interact with SPEA variables to initiate, drive, and sustain efforts toward educational reform. (SM)

ED 350 257 SP 033 929

Towsley, Lona
A Work of Justice and Progress. The Story of the UNESCO/ILO 1966 Recommendation Concerning the Status of Teachers.
PUB DATE- 91
NOTE- 38p.; Paper prepared for the 25th Anniversary of the Recommendation's adoption.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Educational Improvement; Educational Quality; Elementary Secondary Education; Foreign Countries; *International Cooperation; *Teacher Responsibility; Teacher Rights; *Teacher Welfare; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- International Labour Organisation; UNESCO; World Confederation of Orgs of the Teaching Prof

The paper presents a history of the 1966 United Nations Educational, Scientific, and Cultural Organisation (UNESCO)/International Labour Organisation (ILO) recommendation concerning the status of teachers. It spans the years 1945-1966, explaining how the recommendation evolved into the present text designed to improve teacher status and working conditions, improve educational standards, provide more professional freedom for teachers, and encourage unity. The paper examines: (1) the work and contributions of the World Confederation of Organisations of the Teaching Profession (WCOTP); (2) the role of the ILO; (3) collaboration among United Nations bodies; and (4) the role of the International Bureau of Education. In the 1960s, UNESCO and ILO prepared a draft paper covering all professional, economic, and social problems of teachers. Two appendices offer a chronology of international events from 1874-1966 and the recommendation concerning the status of teachers adopted in October 1966. (SM)

ED 350 258 SP 033 951

Report of the Task Force on School Health.
PUB DATE- Jan 90
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Environmental Standards; Federal State Relationship; *Health Education; Public Schools; *School Health Services; State Action; State School District Relationship; Statewide Planning
IDENTIFIERS- *Action Plans; *Comprehensive School Health Education; Maryland; Task Force Approach

Cooperation; *Collegiality; Educational Researchers; Elementary Education; Higher Education; Principals; *Public School Teachers; *Role Perception; *Teacher Educators
IDENTIFIERS- *Collaborative Research; Florida State University; *Reflecting (Communication); Reform Efforts

Consistent with educational reform efforts, this study examines traditional roles of teacher educators, university researchers, and public school personnel and addresses the following questions: (1) What role can the university play as change is initiated within public schools? (2) In order to create a culture for change, how must the traditional roles of university and public school personnel change? and (3) How does meaningful school and university collaboration develop? The participants, a teacher educator/researcher at The Florida State University and the teachers and principal at Sabal Palm Elementary School (Florida), engaged in a collaborative action research project. Interviews, journal entries, and field notes suggest that: building collaborative teams of teachers, administrators, and university faculty has tremendous potential to affect educational change and reform; building such teams means that the traditional relationship between university researchers, teacher educators, and school practitioners must be reconceptualized; and the collegiality and reflection experiences are not unlike the sharing that goes on in a family. The family metaphor evolved as a viable referent for exploring issues inherent in building university school collaboration as well as for establishing a school culture for change. (LL)

ED 350 277 SP 034 069

Castle, Shari; Arends, Richard I.
The Practice of Teaching: Cooperative Learning.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Computer Uses in Education; *Cooperative Learning; *Educational Change; Educational Research; Electronic Mail; Elementary Secondary Education; High Schools; *Information Networks; Junior High Schools; *Teacher Attitudes; Teaching Methods; Track System (Education)
IDENTIFIERS- Reform Efforts; *School Renewal Network

Analysis of conversations among teachers and researchers who are participants in a national computer network, the School Renewal Network, provides insights into cooperative learning and its implementation, as well as the role that collegial electronic networks can play in school reform. This paper presents data collected from a small group discussion among participants representing four of the seven elementary, junior high, and high schools in the network. The paper describes what has occurred in the schools represented, reports changes in thinking and practice, and discusses the Network's contribution and impact. In addition, across-the-board issues identified by schools that participated in a cooperative learning session on the network are outlined. Analysis of the data collected indicates that: (1) use of cooperative learning in participating schools increased between 1988 and 1992; (2) instruction during this period has moved toward a more active, student-centered activity; and (3) teachers' knowledge and time because of having to engage in hard work; urbanization; a passive attitude toward leisure; the role of women in society; and reverence for nature. Chinese attitudes and values also account for differences between Chinese and Western leisure patterns. (IAH)

ED 350 296 SP 034 109

Kirk, David; Tinning, Richard
Physical Education Pedagogical Work as Praxis.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; Curriculum; Educational Principles; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Instruction; Instructional Improvement; *Journal Writing; *Physical Education; Physical Education Teachers; Preservice Teacher Education; *Theory Practice Relationship

Currently, the technical approach to curriculum and instruction in physical education is dominant. The key features of this approach are: the use of behavioral objectives in planning programs and instructional episodes; selection of subject matter and teaching strategies based on intended learning outcomes; and assessment of behavioral outcomes using measurement and quantification. An alternative to the technical perspective on physical education and instruction is an approach based on reflective practice. Two key ideas in this alternative approach are pedagogical work and educational praxis. Praxis refers to the inseparability of theory and practice. The notion of pedagogical work as praxis, in contrast to the objectives approach or blue-print conceptions of teaching, encourages teachers to be inventive and reflective. A praxis approach to pedagogical work is essentially a structured way of learning from experience; it is practice-based or practice-referenced. Two methods of promoting praxis and reflectivity in preservice and inservice teachers are the use of action research and the use of teacher journals. The four phases of the action research cycle are planning, acting, monitoring, and reflecting. The journals aim to move teachers toward praxis by assisting them to make sense of their work through critical appraisal of relevant literature within the context of their own experiences. (IAH)

ED 350 297 SP 034 115

Folsom-Meek, Sherry L.
A Comparison of Upper Elementary School Children's Attitudes toward Physical Activity.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Androgyny; *Attitude Measures; Comparative Analysis; *Elementary School Students; Females; Grade 3; Grade 4; Grade

IDENTIFIERS- Aggregation (Data); Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

In response to growing frustration over the lack of information about the national effectiveness of the Chapter 1 program, Congress enacted the Education Amendments of 1974. Section 151 of the Amendments directed the U.S. Office of Education to develop evaluation models that would allow school district data to be aggregated to provide national estimates of program effectiveness. The norm-referenced model was the most easily applied of the alternatives developed. This model substitutes test norms for a traditional comparison group. Posttest standing relative to the norm group is compared with pretest standing relative to the norm group. The 1975 document, "A Practical Guide to Measuring Project Impact on Student Achievement," specified the conditions in which the norm-referenced model could be used. Several difficulties have arisen in implementing the models, but school districts today are still required to evaluate their Chapter 1 projects. Requirements enacted in 1988 mean that districts essentially must use nationally normed tests or tests equated to nationally normed tests to measure student achievement in both basic and more advanced skills. Test norms and norm-referenced tests are reviewed, with attention to measurement error, the effects of high-stakes testing, and the relevance of national norms as a comparison group. Ways in which information on program effectiveness could be better provided are discussed. Five figures and one table illustrate the discussion. (SLD)

ED 350 316 TM 019 012

McDowell, Lena
Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1990-91. E.D. TABS.
PUB DATE- Jun 92
NOTE- 33p.; For the 1989-90 report, see ED 342 778.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Enrollment; *National Surveys; *Public Schools; Racial Composition; School Districts; School Size; *School Statistics; School Surveys; Special Education; Tables (Data); Vocational Education
IDENTIFIERS- Common Core of Data Program

This report is based on information from the 1990-91 "Public Elementary and Secondary School Universe" and the "Public Elementary and Secondary Education Agency Universe" surveys of education in the United States. The data represent two of the surveys from the Common Core of Data collected annually by the U.S. Department of Education's National Center for Education Statistics (NCES). The tables of this report summarize statistical information for each school and education agency as supplied to the NCES by state education agency officials. The 84,538 public schools reported for 1990-91 represent an increase of 1.3 percent over the previous school year, and the 41,223,804 students represent a 1.7 percent increase in membership from 1989-90. Seventeen tables present information on students and schools by type, by state, and by size and instructional level. Two appendixes provide two sample survey forms, respectively, of the school universe and the education agency universe. (SLD) tables, and 25 references. (JB)

ED 349 872 HE 025 789

Underwood, David G.; Nowaczyk, Ronald H.
Involving Faculty in the Assessment of General Education: A Case Study. AIR 1992 Annual Forum Paper.
PUB DATE- May 92
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *College Outcomes Assessment; Educational Testing; Faculty College Relationship; *General Education; Higher Education; *Standardized Tests; Student Evaluation; *Teacher Role; Test Format; Test Interpretation; *Test Selection
IDENTIFIERS- *AIR Forum; *Clemson University SC

This paper describes the experience of the Clemson University (South Carolina) faculty in choosing and administering a commercially available standardized test to assess general education at that institution. The paper emphasizes the importance of faculty involvement in the assessment of general education and its impact on the success of the process and the acceptance of the findings. The structure of general education at Clemson University is described as requiring students to take 38 semester hours in courses from 5 concentrations, with faculty having primary responsibility for these requirements and their evaluation. The process of selecting a standardized test, the concerns connected with that decision, and the value of using a commercial test are discussed. Also described is the assessment process itself, which involved testing random samples of the freshmen and junior classes, scoring by the testing company, and independent rating of the composition portion of the test. The use of the test results is detailed, covering the extent of dissemination of the results to students and staff, responses from students, and developments for future testing. Included are 11 references. (JB)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; Educational Trends; *Geographic Distribution; Higher Education; *High School Graduates; High Schools; Minority Groups; Postsecondary Education; Private Schools; Public Schools; State Surveys; Statistical Data
IDENTIFIERS- *New York

This publication contains tables which present data concerning the distribution of 1990-91 high school graduates of New York State's public and nonpublic schools. The data were obtained through the Education Department's Basic Educational Data System and reflect the status of graduates as reported by school principals in the fall of 1991. Table 1 presents trends in the college-going rate of high school graduates from 1977 through 1991. Table 2 shows the 15-year trend for the college-going rate, within and outside New York State. Tables 3, 4, and 5 show, respectively, the distribution of 1990-91 high school graduates of public schools, nonpublic schools, and public/nonpublic schools combined. These tables are arranged by county within geographic region. Table 6 displays the distribution of high school graduates by racial/ethnic group. The fall of 1991 is the first year that graduate data were collected for racial/ethnic groups. This table shows data by public schools, nonpublic schools and nonpublic and public schools together for Black (not Hispanic), Hispanic, Asian/Pacific Islander, American Indian/Alaskan, and White (not Hispanic). (JB)

University of New York (SUNY), is divided into three parts. Part 1 displays trends from 1959 through 1991, and provides data by individual institution and institutional type regarding the percent of the institution's full-time students who: (1) came from the institution's area of location; (2) came from New York but outside the area of the institution's location; and (3) came from a foreign country. Part 2 displays 7-year trends in the New York origins of full-time first-time students for each SUNY institution type. Subtotals are available for New York State, New York City, Long Island, and contiguous counties. Part 3 shows 7-year trends for full-time first-time students from each New York county, (along with Long Island, New York City, and New York State totals) who enrolled at SUNY institutions. (GLR)

ED 349 911 HE 025 835

Eckstein, Rick; Carcello, Joseph V.
Upward Mobility of Female Accountants and Academics: From the Personal to the Structural.
PUB DATE- 4 Apr 92
NOTE- 18p.; Paper presented at the Meeting of the Eastern Sociological Society (62nd, Arlington, VA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountants; *College Faculty; *Employed Women; *Employment Level; Equal Opportunities (Jobs); Females; Higher Education; *Promotion (Occupational); *Sex Discrimination; Social Discrimination

This paper presents empirical documentation on the under-representation of women partners in public accounting firms and of women full professors in academia. Arguments are based on results of a cohort model which examined women's careers from the time they entered a profession until the time they should have been promoted to either partner or full professor. The analysis suggests that most conventional (and some academic) workplace discrimination is rooted in an overly individualistic approach, i.e., attitudes of the men and women involved generate barriers to women's upward mobility. Proponents of the individualistic approach claim the concept of self-selection is the real problem confronting women in the workplace, i.e., the idea that women's problems in upward mobility are due more to their career decisions and that better decisions on their part would lead to more rewards. This paper rejects that argument by suggesting it is an attempt to blame women for the organizational, institutional, and ideological discrimination they frequently face in the workplace. It is suggested that a more structural, less personal analysis of workplace discrimination will be more helpful in successfully addressing these problems in the near and distant future. Contains 32 references. (GLR)

including the size, composition, and charge of the search committee; the use of consultants; and interim presidents. The second chapter reviews criteria formulation, analysis of the institution's needs, and development of leadership criteria. The third chapter describes how to organize the committee itself, touching on staff and office, chairperson, procedures, legal issues, communications, cost, confidentiality, and records. The fourth chapter discusses the development of a pool of applicants. The fifth chapter addresses initial steps for those applicants, including screening and other checks such as references and initial interviews. The sixth chapter treats aspects of interviews such as scheduling, the interview team, questions, and assessing results. Chapter 7 suggests ways to conduct the selection among finalists; suggestions include campus visits, educating the candidates, and rigorous background checks. The eighth chapter looks at the actual appointment from several institutional levels. The final chapter discusses the institutional transition and how to close the process. Appendixes contain extensive exhibits, samples, and a listing of 11 resources. (JB)

whether it is fee from bias, and whether it supports the desired curriculum objectives. A program evaluation form for teacher use is attached. (ALF)

ED 349 950 IR 015 681

Steinberg, Esther R.
The Potential of NovaNET Communications for Education and Instruction.
PUB DATE- Jun 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Networks; Cooperative Learning; Cooperative Planning; Courseware; Critical Thinking; Distance Education; Higher Education; Information Retrieval; Secondary Education; *Telecommunications; Thinking Skills; Writing Instruction
IDENTIFIERS- *NovaNET

Intended to suggest ways of implementing the potential of NovaNet beyond its current applications, this report begins with an overview of current educational applications of telecommunications systems. It is noted that NovaNET is not only a successful computer system for presenting instructional courseware, but that it also supports noninstructural educational applications such as management of student records and access to informational resources. Educational applications of other systems are reviewed in the areas of electronic communication and networking, collaboration, characteristics of these applications, distance learning, guided instruction in writing, and teacher support. Educational applications of NovaNET are discussed in the context of administration, access to and exchange of information, incidental learning, and instruction. Two instructional projects using the telecommunications aspects of NovaNET are described; one is a dietetics simulation at the college level, and the other is a creative writing project for high school students. The potential of NovaNET telecommunications for education is then discussed, beginning with a comparison to computer-assisted instruction. Instructional applications are then suggested in the areas of improving writing skills, developing critical thinking skills, learning and planning cooperatively, aiding distance learners, accessing information, and providing support for teachers. Some advantages and disadvantages of instruction by telecommunications are also considered, and a brief discussion of changes in the role of teachers when telecommunications-based materials are integrated into the curriculum concludes the report. (Includes 24 references.) (ALF)

solve Logo programming problems. The research further demonstrates the superiority of such intervention over Logo programming practice alone, explicit strategy training with concrete manipulative practice, and the instruction in content areas that is traditionally prescribed for the teaching and learning of problem solving. Knowledge-based instruction linking declarative to procedural knowledge of problem solving strategies is recommended as a means to this end. The results also suggest, however, that computing environments may be uniquely conducive to the development of problem solving skills as they help learners bridge the gap between concrete and formal understanding. (Contains 45 references.) (DB)

ED 349 969 IR 054 093

Bakken, Lori; Miller, Michael M.
Guide to Indexing "The Forum."
PUB DATE- Apr 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Libraries; Computer Software; Databases; Guidelines; Higher Education; *Indexing; *Newspapers; Reports; Word Processing
IDENTIFIERS- Library Policy; *Library Procedures; *North Dakota State University

This guide presents the policies and procedures used by the North Dakota State University Libraries for indexing "The Forum," a daily newspaper serving eastern North Dakota and western Minnesota. The guide includes lists of material to be included and excluded, timetables for updating the index, duties of the editor and the library clerk, rules for compiling the index (general, headlines, names, punctuation, and qualifiers), and rules for indexing obituaries (general and names). Step-by-step instructions for producing weekly, monthly, and annual reports using the Procite bibliographic software program and converting the monthly and annual reports to Word Perfect 5.1 are also provided. (KRN) support economic development; other papers address a wide variety of issues pertaining to technology. The 10 papers included in the collection are: (1) "How To Plan a LAN?" (Mel Bohn and Robert S. Runyon); (2) "Multimedia: Trends and Implications for Libraries" (Burns Smith Davis); (3) "Teaching Technological Skills in the Library Setting: A Trainer's Perspective of the Process, the Challenge, and the Strategies" (Paul S. Hoffman); (4) "CELS: Electronic Library Services at the Creighton University Health Sciences Library" (Richard Jizba); (5) "Compensating for the Limitations of Subject Indexing in Bibliographic Databases" (Richard Jizba); (6) "Common Command Language" (Donna J. Jurena); (7) "Evaluation of Online Catalogs Accessible Through Internet" (Frank H. Sun); (8) "A Fulbright? For Librarians?!?" (Thomas A. Tollman); (9) "Nebraska Online: The Nebraska Development Information Partnership" (Vern Buis, Mary Jo Ryan, and Rob Wagner); and (10) "The Virtual Library: Illusion or Reality?" (Kate Wakefield). Most of the papers contain bibliographies, some of which are extensive. (KRN)

Elementary Secondary Education; Guidelines; Learning Resources Centers; *Library Administration; Library Circulation; Library Collections; Library Equipment; Library Facilities; Library Instruction; Library Planning; *Library Services; *School Libraries

IDENTIFIERS- Library Policy; Library Procedures

This manual provides practical information on the planning, organization, and operation of school libraries. Some of the guidelines differentiate between small libraries with minimal collections and larger, better-equipped libraries with more resources. Introductory materials include definitions of terms used in this manual. Guidelines are then presented for eight areas of library operations: (1) library policy; (2) how to organize the collection, including cataloging; (3) rules for filing cards in the library catalog; (4) repairing books; (5) circulation procedures, including a brief mention of automated circulation systems; (6) services to teachers, administrators, and students, including the teaching of library skills and suggested library programs, (7) furniture and equipment; and (8) a description of a model school library, including space allocation, furnishings, and the collection. An alphabetical table of Dewey Decimal Classification numbers for various categories of library materials and a list of Dewey Decimal Classification numbers adapted for schools are appended. A 13-item bibliography--of which 11 items are in English--and a subject index are also provided. A list of IFLA professional reports in English together with an order form is included. (BBM) following: (1) by the year 2016, the population of Vancouver city will reach 624,406, an increase of 31% over 1992; (2) the student enrollment at VCC is projected to increase by 1% annually for the next 15 years; (3) all postsecondary institutions in the Lower Mainland affect VCC's student intake; (4) the annual employment growth rate in BC will be about 1.8% in the next 9 years, with increases in service sector jobs such as technology and information services; (5) the population of BC is aging, women's participation in the work force is increasing, and there are greater numbers of single-parent families; and (6) approximately two-thirds (n=19,014 in 1991) of BC's new immigrants require English-language training. Detailed data tables are included. (PAA)

PUB DATE- Sep 92

NOTE- 312p.; Project supported by funds from the Carl D. Perkins Vocational Educational Act (Title III, Part B), PL 98-524, and funds from the Vocational and Applied Technology Education Act (Title II, Part A, and Title III, Part B) PL 101-392. For the 1986 program plan, see ED 266 291.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Articulation (Education); Child Care Occupations; College Curriculum; Community Colleges; *Core Curriculum; Curriculum Design; Directories; Employment Opportunities; Fashion Industry; Food Service; Gerontology; *Home Economics Education; Home Economics Teachers; Interior Design; Merchandising; Nutrition Instruction; *Occupational Home Economics; Program Content; *Program Improvement; Resources; State Standards; *Statewide Planning; Two Year Colleges; Vocational Education

IDENTIFIERS- *California Community Colleges

Designed to assist local colleges/districts in assessing their existing home economics program, and in developing curricula that respond to the changing needs of students, communities, and the workforce, this plan presents the program guidelines of the California Community Colleges (CCCs). Introductory material describes the history of the program plan, its organization and dissemination, philosophical and fiscal support, the taxonomy of home economics programs and the mission and goals of career-vocational education and home economics in California. Each of next six sections provides a mission statement; a review of career opportunities; a description of the curriculum; descriptions of courses and core components; procedures for evaluation, assessment, and accountability; and resources. The sections cover the following home economics areas: (1) Fashion (e.g., merchandising, design/production, and apparel/textiles); (2) Interiors (e.g., environment, design, and merchandising); (3) Life Management (e.g., financial management, resource management, and consumer affairs); (4) Lifespan (e.g., child development, family studies, and gerontology); and (5) Nutrition and Food (e.g., food service management, dietetic technician training, and chef education). Following an overview of the state's articulation efforts, which includes a review of the California Articulation Number system, the final section describes the CCCs computer bulletin board, Info-Net. Appendixes list planning committee and task force members, and a glossary of terms. The Directory of Professional and Trade Organizations and Directory of Home Economics and Related Program Areas and Instructional Staff are attached. (MAB)

In an attempt to make grading a less arduous, and more accurate, objective task, a checklist of criteria was utilized to grade psychology term papers at Kutztown University of Pennsylvania. The method appeared to generate more feedback and lead to greater consistency, as well as a better understanding among students of the grade received. In order to determine students' attitudes toward the checklist method, 43 students who were enrolled in a statistics course were asked to respond to a hypothetical grading situation. Study participants read a synopsis of a term paper assigned by an instructor, and then were given a description of two different grading methods: one was the traditional method, in which the instructor writes positive and negative comments on each paper; and the other was a checklist method of grading. Both methods resulted in the instructor assigning a numerical grade to the papers. Participants were then asked their opinions of the two methods. Analyses of responses, based on chi-square tests of goodness of fit, included the following: (1) 55.81% felt that grading with a checksheet provided more feedback; (2) 65.12% believed that grading with comments provided less variety of feedback; (3) 76.74% felt that grading with a checksheet resulted in a fairer evaluation; (4) 95.35% felt that grading with a checksheet lead to greater instructor consistency; (5) 69.77% felt that grading with comments lead to less understanding of the grade received; and (6) 62.79% preferred that teachers use the checksheet when grading papers. A list of references, and three different criteria checksheets are included. (MAB)

DESCRIPTORS- *Educational Attitudes; Elementary Secondary Education; Guides; Homework; Learning Strategies; *Parent Participation; Parent Role; *Parents as Teachers; *Parent Student Relationship; Preschool Education; *School Readiness; *Study Habits
IDENTIFIERS- Learning Environment

This booklet offers parents guidance on teaching their children attitudes, learning skills, and study skills that will help them succeed in school. Section 1 focuses on the creation of a shared learning environment in the home. Parents are encouraged to set limits, establish routines, provide a secure atmosphere of encouragement and support, listen to their children, create learning opportunities, and help their children approach school eagerly and with the expectation of success. Section 2 considers the parents' role in helping children practice and apply what they have learned in school. Using a question-answer format, this section explains what homework is, how much homework is to be expected, when and where children should study, how parents can know what their child is supposed to be studying, and what the parent should and should not do. Short lists of learning strategies and learning aids are presented, as well as advice on working with teachers. Section 3 contains tips and guidelines for helping children study different subjects, including reading, writing, speaking, listening, mathematics, science, social studies, and foreign languages. Section 4 offers advice on changing problem situations and provides a list of warning signs and ideas for getting a child back on course. Finally, section 5 stresses the importance to children of their parents' attention and support. (AC) lives should be like, and make recommendations concerning the state's role in realizing that vision. After examining the conditions experienced by Minnesota youth, the report recommends that the state help to: (1) mobilize communities, workplaces, schools, and other institutions to strengthen families' abilities to raise their children and assure that they are ready for school; (2) reduce poverty for all families with children; (3) make children and youth active partners in community decision-making; (4) celebrate cultural diversity and end all forms of discrimination; (5) require schools to become active partners with parents, youth and community agencies, social and health services, businesses, and young people; and (6) overhaul the state service delivery system to produce better results for children and families. Seven appendixes provide the following materials: a fact sheet giving background information on the Action for Children Commission; statewide poverty, health, and education statistics; a summary of statewide meetings concerning child and family support; a summary of major reports on issues concerning children and the family; a bibliography containing 34 references; and a report of the Service Delivery Committee. (MDM)

IDENTIFIERS- Teacher Preparation Time

This text lists crucial activities a teacher can undertake in preparation for the first day of school. The suggestions are especially helpful for beginning, transfer, and student teachers. They may also be used by experienced teachers, administrators, and teacher educators. Suggestions are organized in the format of a 60-day countdown to the first day of school and are grouped in three categories: (1) getting acquainted; (2) classroom environment; and (3) instructional planning. The first category covers suggestions concerning instructional resources, school facilities, district and school policies, students, and community resources. Suggestions in the second category address topics of room arrangement and decoration, supplementary learning materials, organization of materials, discipline, classroom routines, class rosters, communication between home and school, communication between teacher and students, celebration of holidays and student birthdays, and student and teacher identification. Suggestions for instructional planning relate to long-range and day-to-day plans, supplementary learning materials, weekly schedules, pupil assessment, and information for substitute teachers. A 37-item bibliography is provided. (BC)

State Standards; *Teacher Certification; *Teacher Characteristics; Teacher Education; Teacher Qualifications; Teaching Experience
IDENTIFIERS- Longitudinal Study of American Youth

This paper examines rural/nonrural differences in the secondary science teachers' work force, using data from the Longitudinal Study of American Youth. The national probability sample included 456 middle or secondary science teachers from 93 schools. T-tests and multivariate analyses were used in the study. Relative to their nonrural colleagues, rural teachers are less experienced, more likely to have taught subjects other than science, more likely to have majored in education, less likely to have majored in a science, and less likely to have a graduate degree. Rural teachers report having taken fewer science courses and fewer science methods courses at both the undergraduate and graduate levels. The paper explores the interaction of ruralness, educational training, and state certification requirements on science teachers. Little rural/nonrural difference is attributable to state-by-state differences in teacher certification requirements. Rural teachers report having taken fewer subject-matter courses than their nonrural colleagues, a difference that persists when the effects of undergraduate major, graduate training, and state differences in certification policy are removed. Three policy remedies are examined. The paper suggests that further efforts be made to help states clarify and choose appropriate policy responses. (Author/TES) mastered both topics in mechanics (dynamics and mechanical energy) exhibited a preference for a process-based model (Newton's Laws of Motion) or a structure based model (the Law of Conservation of Energy). This study compared the novice approach with the experienced problem solvers (22 high school physics teachers--experts). The problems given were both open ended and multiple choice. The results indicate that the majority of experts preferred the structure-based model and the novices preferred the process-based model. The use of the process based model allows the solver to construct a sequence of events that are causally related to each other and lead him/her to the required solution. The structure-based model is not connected to any causal sequence of known events, requiring instead a leap from the initial to the final state. It is concluded that reasoning in terms of processes is more intuitive than reasoning in terms of states or structures. (Contains 14 references.) (PR) that goal. After an introduction that explains the rationale and purpose of this monograph, the articles are divided into six sections. The sections present the following: (1) three articles that discuss the interdependence of science and mathematics; (2) four articles that discuss integrating science and mathematics in the school curriculum; (3) three articles that discuss science and mathematics in secondary education; (4) four articles that discuss science and mathematics in elementary education; (5) three articles that present unifying themes in science and mathematics; and (6) three articles that discuss science and mathematics in a technological age. (MDH)

respond to a questionnaire, as were a selected sample of grades 4 and 7 teachers. This report contains the results of that social studies assessment. The report is organized into the following sections: highlights, background and procedures, development of the assessment instruments, social studies achievement of students in regular programs, social studies achievement of students in French programs, student attitudes, the teacher questionnaire, and conclusions and recommendations. A 21-item list of references and six appendices are included: Contributions to the 1989 Social Studies Assessment; Field test schools; Forms 4Q, 7Q, and 10Q; Assessment forms with response distributions; Teacher questionnaires with response distributions; and a position paper on critical thinking. (DB)

ED 350 190 SO 022 041

Choose Life! Unborn Children and the Right to Life. Senior High Level: Grades 9-12.
PUB DATE- 91
NOTE- 98p.; For related documents, see SO 022 042-043.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abortions; Catholic Educators; *Catholic Schools; Civil Liberties; Constitutional Law; *Controversial Issues (Course Content); High Schools; Moral Issues; Moral Values; *Religious Education; *Teaching Methods

This curriculum is designed to assist Catholic school teachers and parish catechists in their efforts to foster a pro-life attitude in students in grades 9-12. Following an introduction is the curriculum, which features six lessons. These are: (1) The miracle of human life; (2) Responsible parenthood versus abortion; (3) Abortion is no solution; (4) Abortion and the Supreme Court; (5) Abortion and human rights; and (6) The church--community of concern. Student handouts are included in the lessons, and a series of fetal development visuals are appended. (DB)

Philosophy for Children and the Teaching of Thinking. Conference Report of the National Conference on Philosophy for Children (1st, Melbourne, Victoria, Australia, July 12-16, 1991).
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; *Philosophy; Skill Development; *Thinking Skills
IDENTIFIERS- *Australia; *Philosophy for Children (Lipman)

This report presents the conference proceedings of a meeting held at Trinity College in Melbourne, Australia. An edited text of the keynote address, the question and answer session by Matthew Lipman, two symposia ("Philosophy, Society and the Environment," and "Talking and Meaning") and the speeches at the Conference Dinner are included. The launching of the Federation of Australian Philosophy for Children Association (FAPCA) by Susan Ryan, Matthew Lipman, and Laurance Splitter is detailed. Summaries of the work done in 41 conference workshops also are included, as is an evaluation summary. (DB)

ED 350 215   SO 022 409

Values in Conflict: Literature on China's Youth. High School and Junior College.
PUB DATE- 88
NOTE- 95p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese Culture; *Cultural Education; Foreign Countries; Foreign Culture; High Schools; Literature; *Social Change; Two Year Colleges; Units of Study; Values; *Youth
IDENTIFIERS- *China; *Chinese Literature; Chinese People

This unit, designed for use with high school and community college students, features a collection of literature about youths and young adults in contemporary China. Consisting of eight lessons, lessons 1 to 3 are introductory activities relating to Chinese youths and values. Lesson 4 presents excerpts from a Chinese collection of 100 life profiles; the four personalities chosen here reflect different experiences and outlooks on life. Lessons 5 and 6 introduce students to short stories by well-known contemporary Chinese writers. Lesson 7 and 8 present plays written by U.S. teachers. The unit concludes with a review and evaluation section that is appropriate for use in a variety of courses including those dealing with China, literature, values, youth, and social change. (DB)

*International Relations; Learning Activities; *Role Playing; Secondary Education; Simulation; Student Participation; *Student Projects; *World Affairs
IDENTIFIERS- *Model United Nations; *Model United Nations Program; United Nations

This document presents information on the Model United Nations Program, including historical background, a description of how the Program works, and three steps for establishing a Model U.N. Program. A list of Model U.N. Publications and resources is included. (DB)

ED 350 238   SO 022 569

Manitoba Social Studies Assessment 1989. Final Report and Summary Report.
PUB DATE- Oct 91
NOTE- 367p.; For the preliminary report on test data, see ED 322 034.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Evaluation; *Educational Assessment; Educational Objectives; Educational Testing; Elementary Secondary Education; Foreign Countries; Grade 4; Grade 8; Grade 10; Interviews; *Social Studies; Student Attitudes; *Student Educational Objectives; *Student Evaluation; Surveys; Teacher Attitudes
IDENTIFIERS- *Manitoba

This report describes the results of an assessment of social studies for grades 4, 8, and 10 of English language schools in Manitoba. Students in each grade were given a written test, the results of which are reported here. The results of a survey of teachers of each grade also are reported. Additionally, interviews with grade four teachers and an observational study of grade four students were conducted. A number of recommendations are made based on each part of the assessment. Tables of data and graphs appear throughout the report. A bibliography and the following five appendices also are included: (1) Teacher surveys--grades 4, 8 and 10; (2) Protocols for observational study; (3) Student group reactions from the observational study; (4) Student comments relating to quality of life judgments; and (5) Student comments relating to interaction with a child from a world community. The summary report is attached. (DB)

The 1990 Report of the Task Force on School Health examines the current status of Maryland's school health programs and proposes 16 recommendations designed to implement a comprehensive school health (CSH) program to meet the needs of all students. The report describes the Task Force, which was appointed in 1989. After presenting a background on school health, it discusses the status of school health in Maryland, focusing on health services, health education, and healthy environments. Health education is not a state requirement for graduation, and only four health education programs are mandated by state law. The report identifies several barriers to initiating comprehensive school health (CSH) programs, the most complex being the lack of statewide standards for school health. The Task Force strongly recommends that the Department of Health and Mental Hygiene and Maryland State Department of Education jointly adopt an updated version of the Standards for Maryland's Public School Health Services, as required by Article 77, Section 7-401 of the Code of Maryland. The report includes an action plan and several appendices, which provide relevant sections from Maryland State laws. (SM)

ED 350 259   SP 033 965

Renyi, Judith, Comp.
Multicultural Survey.
PUB DATE- Jun 92
NOTE- 202p.; Some pages contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Data Collection; Elementary Secondary Education; Higher Education; *Multicultural Education; *Policy Formation; *Professional Associations; Surveys

In May of 1992, the Alliance for Curriculum Reform (ACR) surveyed member organizations and others who had participated in ACR activities concerning their printed policies on issues relating to multicultural education. The areas of interest for the survey were: printed policy(ies) on multicultural content/curriculum; printed policy(ies) on student diversity as it affects the member organization's field; and policy(ies) on multicultural diversity as these policies affect staffing, organizational, structural, and/or membership issues. The purpose of the survey was to provide data on curriculum-centered associations' official policies as background for development of a general ACR statement on multiculturalism in curriculum. Thirty-three associations responded to the survey. Of these, 13 had printed policies in all 3 areas and 4 reported policies in development at the time of the survey. The document is organized in the following way: (1) a checklist of responses from all organizations; (2) an organizational list showing responses to all categories alphabetically by organization; and (3) a list by category within which organizational responses are repeated alphabetically. (LL) expertise about cooperative learning have increased. Issues important to network teachers have been: developmentally appropriate implementation, formation of cooperative learning groups, unequal influence of group members, rewards and assessment, curriculum coverage, and need to detract schools. It is also evident that the School Renewal Network provides a paradigm for dissemination that is very different from traditional knowledge utilization and dissemination models. (IAH)

ED 350 278 SP 034 071

Ehley, Linda
Building a Vision for Teacher Technology in Education.
PUB DATE- Jun 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Computer Science Education; *Computer Uses in Education; Course Content; *Curriculum Design; *Education Courses; Elementary Education; Elementary School Teachers; Higher Education; Integrated Activities; *Integrated Curriculum; Teacher Education Programs; Teacher Educators; Technological Literacy; *Thinking Skills
IDENTIFIERS- Alverno College WI; Preservice Teachers

Effective integration of technology as a learning/teaching tool requires present and future educators not only to be trained in computer use but also to have effective and practical models of computer integration. At Alverno College (Wisconsin) an introductory computer course was redesigned to emphasize technology as a teaching tool rather than remaining simply a course on computers. It included hands-on experiences; software evaluations; lesson planning; and incorporating computer use, educational methods, and research into educational computer topics. Rather than teaching students how to use computers effectively in their teaching, integration of computer use was incorporated into teaching, thus providing a model for students. Various workshops and training sessions to facilitate faculty growth were offered, resulting in an increase and expansion of computer use within the department. In the summer of 1991, the education department received a grant from the 3M Vision Initiative to improve the use of computers already available in elementary schools through a technology plan utilizing practical instruction for current classroom teachers and collaboration between Alverno faculty and education students. The grant plan had four phases: phase 1 dealt with awareness and information acquisition; phase 2 with getting the computer lab up and running; in phase 3 the plan would be implemented in the first target school; and phase 4 would consist of outreach and assessment. (LL)

5; Grade 6; Intermediate Grades; Males; *Physical Activity Level; *Physical Education; Physical Education Teachers; Primary Education; *Sex Differences; Socialization; *Student Attitudes

This study was conducted to compare upper elementary school children's attitudes toward physical activity, by grade level and gender across six attitude scale subdomains in order to assist physical education teachers in planning programs designed to foster positive attitudes toward physical activity. Subjects (N=429) were 243 girls and 186 boys in grades 3 though 6, from 11 elementary schools and 35 classrooms. The Children's Attitude Toward Physical Activity (CAPTA) inventory was utilized to assess attitudes across six subdomains: (1) social; (2) health and fitness; (3) vertigo; (4) aesthetic; (5) catharsis; and (6) ascetic. Findings indicate that: upper elementary school children's attitudes toward physical activity are best described by interaction of gender and specific attitude subdomains; androgynous programming in elementary physical education reduces gender differences, thereby expanding opportunities for both genders; and younger children's attitudes toward physical activity can be shaped more positively through androgynous socialization into physical activity. A list of references, an analysis of variance summary table, and four figures complete the document. (LL)

ED 350 317 TM 019 013

How North Carolina Ranks Educationally among the Fifty States, 1991.
PUB DATE- Apr 92
NOTE- 107p.; For the 1990 report, see ED 328 583.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; *Charts; Comparative Analysis; Educational Finance; Elementary Secondary Education; Enrollment; Expenditures; Federal Aid; Income; Population Trends; Public Schools; *School Statistics; State Aid; *State Surveys; Tables (Data); Teacher Salaries
IDENTIFIERS- *North Carolina; *Ranking

This collection of charts is primarily a compilation of statistics collected by various private and public organizations about North Carolina schools in relation to the rest of the country. Most of the information came from "Rankings of the States, 1991" by the National Education Association. Figures used in the rankings represent the latest available statistics. Data for 1991 are presented in the following areas: (1) population; (2) enrollment and attendance; (3) faculty; (4) general financial resources; (5) governmental revenue; (6) school revenue; (7) governmental expenditures and debt; (8) school expenditures; and (9) miscellaneous. Data for each area are followed by tables of educational trends for North Carolina. It is particularly interesting to note that in 1991, 30 states had a higher average annual teacher salary than North Carolina, while 34 states had a higher per capita income. Thirty-one states had a higher expenditure (from all sources) per pupil in average daily attendance than did North Carolina. Nine tables and 14 charts (graphs) display the comparative information. (SLD)

ED 350 318 TM 019 070

Miao, Chang Y.; Kramer, Gene A.

Detecting Differential Item Functioning Using the Rasch Model with Equivalent-Group Cross-Validation.

PUB DATE- Apr 92

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Entrance Examinations; College Students; Comparative Testing; Dental Schools; *Equated Scores; Females; Higher Education; *Item Bias; Item Response Theory; Males; Sampling; *Sex Differences; Test Construction; *Test Items

IDENTIFIERS- *Cross Validation; *Rasch Model; T Test

An approach to detecting differential item functioning using the Rasch model with equivalent-group cross-validation was investigated. College students taking the Dental Admission Test, were divided by gender (936 females and 1,537 males) into 2 different samples. Rasch analyses were performed on both samples. Data were recalibrated after misfitting persons and items were removed. Resulting difficulties from the two samples were compared, and some potentially biased items were identified. Each sample was then randomly divided into two equivalent samples, resulting in four groups, two of males and two of females. Rasch calibrations were again performed. Items were rank-ordered, and items with the same rankings were selected for equating. Link constants were calculated by selecting one of the four groups as the ground scale. Using the t-test, item-by-item comparisons were conducted within each group pair after the equating. Different difficulty calibrations were compared across the different groups. The significantly different difficulties may have been caused by sampling fluctuation if the t-value was significant when comparing groups with the same gender membership. Finally, identified items were examined for bias. The final set of biased items was then distributed to the test construction committee for possible modifications. One table contains descriptive statistics from the analysis. (Author/SLD)

ED 350 319 TM 019 072

Ingels, Steven J.; And Others

National Education Longitudinal Study of 1988. Base Year: Parent Component Data File User's Manual.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Mar 90

NOTE- 207p.; Data Series: DR-NELS: 88-88-2.2

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Data Analysis; *Databases; *Data Collection; Educational History; Grade 8; Junior High School Students; *Longitudinal Studies; *National Surveys; Parent Influence; *Parents; Questionnaires; Research Design; Sampling; Secondary Education

ED 350 338 TM 019 099

Brigham, Frederick H., Jr.
Catholic Elementary and Secondary Schools 1991-92, Annual Statistical Report on Schools, Enrollment and Staffing.
PUB DATE- 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; Comparative Analysis; Compensatory Education; Educational Trends; Elementary Secondary Education; Enrollment; Extended School Day; *Institutional Characteristics; Minority Groups; *National Surveys; Public Schools; School Demography; School Personnel; *School Statistics; School Surveys; Teacher Student Ratio; Trend Analysis
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Since 1969-70 the National Catholic Educational Association has published a statistical report on Catholic elementary schools and secondary schools in the United States. This year's report contains the core school enrollment and staffing data of the Association's historical file, and includes data from a survey on extended care programs and Chapter 1 services. The first part of the report presents a summary of the demographic trends that affect public and private education. Comparisons are made with other private schools and with the public sector. Population trends show increasing numbers of students at preschool and elementary school age levels. Catholic preschool enrollment tripled between 1982 and 1992, while elementary school enrollment has increased in 35 states. In 1991-92, there were 8,508 Catholic schools, of which 1,269 were secondary schools. The total number of Catholic school children was 2,550,863. About 23 percent of the students were members of minority groups. In 1991-92, non-Catholic students represented 12 percent of Catholic school enrollment. The student-teacher ratio for Catholic prekindergarten through grade-12 schools was 16.6. Extended care was offered by 3,087 elementary schools. Students in 4,323 Catholic elementary schools and 191 Catholic secondary schools received Chapter 1 services. There are 21 exhibits illustrating the discussion, and 3 appendixes provide additional summary reports. (SLD)

ED 350 339 TM 019 100

Rasinski, Kenneth; And Others
High School and Beyond Fourth Follow-Up. Contractor Report. Methodology Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cohort Analysis; *Data Collection; *Followup Studies; Graduate Surveys; Higher Education; High School Graduates; High Schools; *High School Students; Interviews; Life Events; *National Surveys; *Research Methodology; Sampling; School Demography; *Student Characteristics
IDENTIFIERS- *High School and Beyond (NCES)

*Federal Programs; Guidelines; *High Risk Students; Outcomes of Education; Parent Participation; *Policy Formation; *Program Improvement; Resource Allocation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Higher Order Learning

This report presents an interim analysis by an independent commission of current moves to reform Chapter 1 of the Hawkins/Stafford Elementary and Secondary School Improvement Amendments of 1988. Chapter 1 is the largest federal assistance program to elementary school and secondary school education. The report responds to questions on strengthening Chapter 1 and summarizes the commission's position on critical issues affecting disadvantaged children. Following an introduction, a section on need discusses the successes of Chapter 1 in improving basic skill delivery to students as well as the need to reorient Chapter 1 services to support the teaching of higher order skills. A section on philosophy and goals outlines a proposed new direction based on evidence that all children can achieve at advanced as well as basic levels. Another section suggests major objectives and how they might be connected. The objectives include the following: (1) new standards for real world competencies in reading, mathematics, and science; (2) greater targeting of Chapter 1 funds to schools with large concentrations of poverty; (3) increased funding of professional and school development; (4) increased school capacity through increased parent involvement; (5) an outcome-based system of accountability; and (6) equitable resource distribution. An appendix lists the names and affiliations of members of the Commission on Chapter 1. (JB)

ED 350 359 UD 028 862

Scott, Hugh J.
Reflections on Black Consciousness and Afrocentrism.
PUB DATE- Feb 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Achievement; Black Culture; Black Education; Black History; *Black Influences; Black Studies; Curriculum Development; Higher Education; *Intellectual Disciplines; Racial Discrimination; *Racial Identification; Racial Relations
IDENTIFIERS- *African Americans; *Afrocentrism

This essay offers reflections on Black consciousness and Afrocentrism in the United States, especially as movements in education. The paper opens by recalling the history of oppression and rejection that influences the African American heritage. Next, the essay traces some highlights in the development of ideas of race consciousness from the early part of the 20th century on. In connection with this theme, it is asserted that Black history has been continually distorted, ignored, and suppressed within the academic community and the educational establishment. The paper traces the development of Afrocentrism and explores its use in education as well as the development of African American studies. A further look at the relation between cultural groups in the United States and the role of Western ideas in the formation of the nation looks at an "Anglo-Saxon conformity model" and a melting-pot model and discusses their limitations. The final section discusses the challenges facing African American scholars and teachers who must maintain scholarly integrity. In addition, the conclusion treats the future of African American disciplines at the

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Census Figures; Cubans; Dropout Characteristics; *Dropout Rate; Dropouts; High Schools; *Hispanic Americans; Immigrants; Mexican Americans; Migrant Problems; *Migration; National Surveys; *Population Trends; Puerto Ricans; *Young Adults
IDENTIFIERS- *Hispanic American Students

An analysis was done of federal statistics to explore the relationship between Hispanic Americans' dropout rates and migration. An analysis of November 1989 data revealed that among 16- to 24-year-olds Hispanic American dropout rates are 3 times higher than those for non-Hispanic Americans. In looking at the impact of immigration on Hispanic American dropout rates the analysis found that Hispanic American dropout rates were higher than those for non-Hispanic Americans even when subjects' place of birth was taken into account. About 72 percent of 16- to 24-year-old Hispanic Americans were not born in the United States or were first generation as compared to 9 percent of non-Hispanic Americans. The dropout rate for Mexican Americans is 35.8 percent, for Puerto Ricans is 32.1 percent, and for Cubans is 9.2 percent. Mexican Americans account for 64 percent of the Hispanic American population. Of those Hispanic Americans who are dropouts, 63 percent were not born in the United States, while 3 percent of non-Hispanic American dropouts were not born in the United States. Overall, the analysis suggests that immigration appears to be a contributing factor to the high dropout rate among Hispanic Americans. If this pattern continues with the children of the current generation, then high dropout rates may continue in the future even if immigration rates decline substantially. Included are two figures and one table. (JB)

ED 350 378 UD 028 902

Locke, Don C.
Increasing Multicultural Understanding: A Comprehensive Model. Multicullltural Aspects of Counseling Series 1.
PUB DATE- Jun 92
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Culture; Amish; *Asian Americans; Black Culture; Chinese Americans; *Counseling Techniques; *Cultural Awareness; Elementary Secondary Education; *Hispanic American Culture; Japanese American Culture; Korean Americans; Mexican Americans; *Multicultural Education; Puerto Rican Culture; Vietnamese People; Whites

This book sets forth a process for implementing effective education and counseling strategies for culturally diverse populations. In particular, it helps to identify characteristics of cultures, to make comparisons between the dominant culture and culturally different groups, and to develop strategies or interventions for students or clients. Key to this work is a model presented in the first chapter for understanding the role of culture in the life of the individual and for exploring ethnic differences. This model finds the individual at the center of concentric half circles surrounded first by family, community, culture, and global influences. In

IDENTIFIERS- Baseline Data; Data Files; *National Education Longitudinal Study 1988; *Parent Surveys; User Guides

This manual has been produced to familiarize data users with the procedures used for data collection and processing of the base year parent component of the National Education Longitudinal Study of 1988 (NELS:88) and to provide necessary documentation for using the data files. Chapter 7 and Appendix F, in particular, contain essential information that allows the user to proceed with minimal startup cost. The rest of the manual provides a wide range of information on a variety of topics, beginning with an overview and history of the NELS:88 and the studies it comprises. Chapter 2 contains a general description of data collection instruments, while chapter 3 discusses the sample design and weighting procedures. Data collection procedures, schedules, and results are presented in chapter 4. Chapter 5 describes data control and data preparation. Chapter 6 deals with data processing, and chapter 7 describes organization and contents of the data files and presents a guide to the codebook. Appendixes contain: (1) the parent questionnaire; (2) a list of critical items from the parent questionnaire; (3) the record layout; (4) specifications for the composite variables; (5) a description of related data files; (6) guidelines for SAS users; and (7) a codebook for the questionnaire. Eleven tables and nine figures accompany the discussion. (SLD)

ED 350 320 TM 019 073

Broyles, Susan G.
Key Statistics on the Noncollegiate Sector of Postsecondary Education: 1990. E.D. TABS.
PUB DATE- Jul 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Enrollment; Full Time Students; *National Surveys; *Noncollege Bound Students; Part Time Students; Postsecondary Education; Research Methodology; School Statistics; Sex Differences; Technical Education; *Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS- *Integrated Postsecondary Education Data System; Student Surveys

This report presents selected findings from the "Consolidated" survey of the Integrated Postsecondary Education Data System program of the National Center for Education Statistics (NCES). Data are presented on enrollment and completions in non-collegiate postsecondary institutions in the United States and its outlying areas. The NCES surveyed a sample of 2,998 of the 6,509 non-collegiate postsecondary schools in the fall of 1990. Nearly 1 million students were enrolled in such institutions in the fall of 1990. Of the total enrollment, over 50 percent were women, and approximately 66 percent attended school full time. For-profit institutions made up 53 percent of the total. Approximately 64 percent of the students were enrolled in less-than-two-year institutions. Approximately 710,000 students completed programs in these institutions between July 1, 1989 and June 30, 1990. The survey methodology is described, and the summary statistics are presented in seven tables. (SLD)

ED 350 321 TM 019 074

Brick, J. Michael; And Others

This report documents activities in preparation for the fourth follow-up of the sophomore cohort of the High School and Beyond (HSB) study in 1992. It describes the development and testing of the data collection systems. The HSB in 1992 is the fifth wave of the longitudinal study of the high school sophomore class of 1980. This longitudinal dataset is extremely rich, and contains past education, labor force activity, demographic, and attitudinal information obtained from the sophomores themselves and from school transcripts, school administrators, and, in some cases, sample members' parents. The fourth follow-up will include respondents' accounts of their life events since the last round of data in 1986. Academic transcripts will also be obtained for those who have attended postsecondary education. A field test began with interviews with 105 sample members, followed by a test of information gathering techniques conducted with 109 respondents from those eligible for the fourth follow-up. Twelve tables and one figure present field test results and follow-up plans. (SLD)

ED 350 340 TM 019 101

Potential Strategies for Long-Term Indicator Development. Reports of the Technical Planning Subgroups.
PUB DATE- 4 Sep 91
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Adult Literacy; Early Childhood Education; Educational Assessment; Educational Change; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Guidelines; High School Graduates; *Long Range Planning; Mathematics Achievement; National Competency Tests; School Restructuring; Science Education
IDENTIFIERS- America 2000; *Educational Indicators; *National Education Goals 1990; Progress Reporting; Reform Efforts

The National Education Goals Panel was created by the President and Governors in July 1990 to assess and report on the progress of the nation and states in achieving six National Education goals by the year 2000. The Panel created six resource groups, one for each goal, to develop short- and long-term recommendations for methods to ensure progress. The recommendations of the resource groups were forwarded to Technical Planning Subgroups that were created to address the following topics: (1) Goal 1 (all children will start school ready to learn), developing an early childhood assessment system; (2) Goal 2 (increasing the high school graduation rate to at least 90 percent), developing a national student records system; (3) Goal 3 (competence in challenging subject matter), developing a national system of examinations linked to common standards; (4) Goal 4 (U.S. students will be first in the world in science and mathematics), creating improved indicators of science and mathematics instruction; (5) Goal 5 (every adult will be literate), obtaining international workforce comparisons and developing examination systems; and (6) Goal 6 (schools will be safe, disciplined, and drug-free), creating improved state and national indicators of such schools. This volume contains the recommendations of the resource groups and the technical planning subgroups, goal by goal. An appendix contains a summary of preliminary work of the subgroups. (SLD)

ED 350 341 TM 019 102

nation's universities suggesting that acceptance of this discipline will be resisted and will continue to make slow progress. (JB)

ED 350 360 UD 028 866

Workforce Readiness and Wage Inequality: Public/Private Perspectives.
SPONS. AGENCY- Johnson & Johnson Baby Products Co., Skillman, NJ.
PUB DATE- Jul 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Equal Opportunities (Jobs); Ethnic Discrimination; Federal Programs; Hispanic Americans; *Labor Force Development; Labor Market; Labor Needs; Labor Supply; Public Policy; *Puerto Ricans; *Readiness; *Salary Wage Differentials; State Programs; Wages
IDENTIFIERS- New Jersey; New York (New York)

This report presents the background materials for a 1991 conference of the National Puerto Rican Coalition on labor force participation issues affecting Puerto Ricans. The first of three sections, "Shaping Tomorrow's Workforce: A Leadership Agenda for the 90's," calls for an effort to unite a fragmented collection of programs for workforce development with a coherent strategy through a policy framework involving public/private partnership, coordinated service delivery, accountability and decentralized administration; and a new role for the Federal Government. Several steps for federal action and leadership are offered. The second section, "A Unified State Plan for New Jersey's Workforce Readiness System," describes the efforts that New Jersey has undertaken, led by Governor J. Florio, to improve the way that the state educates and trains its workforce by aiming to increase the skill level and the competitiveness of the state's workers and employers based on life-long learning needs, human resource needs, workforce readiness, and system efficiency and accountability. The third section, "Hispanics and Wage Inequality in New York City," explains the factors contributing to inequality between the wages of Hispanic Americans and non-Hispanic American Whites, which are primarily labor market segmentation due to underrepresentation in control or professional and technical subsegments. Included are 8 tables, 31 references, and notes on the contributors. (JB)

ED 350 361 UD 028 877

Dixon, Donald A.
Measuring Implementation: Lessons from Improving School Dropout Performance in California Schools.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Coordinators; *Dropout Prevention; Dropout Programs; *High Risk Students; High Schools; Parent Participation; Potential Dropouts; Principals; Program Effectiveness; *Program Evaluation; Program

this model, self-awareness is fundamental as a first step toward understanding culture's role. The cultural influence circle contains concepts of acculturation, poverty, history of oppression, language and the arts, racism and prejudice, sociopolitical factors, child rearing practices, religious practices, family structure, and cultural values and attitudes. This chapter also describes the dominant culture of the United States as "Anglo-Saxon." Subsequent chapters in this book describe the cultures of the following people: (1) African Americans; (2) Amish; (3) Native Americans; (4) Japanese Americans; (5) Chinese Americans; (6) Vietnamese; (7) Korean Americans; (8) Mexican Americans; and (9) Puerto Rican Americans. Most chapters offer references. (JB)

ED 350 379 UD 028 905

Gittleman, Mark
Chapter 1 Program Improvement and Innovation across the States. An Overview and State Profiles.
PUB DATE- 92
NOTE- 212p.; For a related report, see ED 339 763.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educational Change; Educational Innovation; Elementary Secondary Education; Federal Legislation; *Federal Programs; Geographic Distribution; National Surveys; *Profiles; Program Descriptions; *Program Improvement; Public Policy; School Restructuring; State Programs; State Surveys
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This publication presents compilations and an overview of state profiles describing Chapter 1 program improvement and innovation efforts across the states. Chapter 1 is a provision of the federal Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. This report reviews key aspects of implementation of the 1988 Amendments on a state-by-state basis for all 50 states, the District of Columbia, and Puerto Rico. Following an introduction and highlights of the publication, an overview section presents a detailed argument for supporting the full implementation and funding of the 1988 Amendments by discussing state and local standards, state technical assistance to schools, coordination with regular classrooms and successful models, existing program improvement, joint plans, funding, schoolwide projects, and statewide coordination. The bulk of the report consists of reports for each state that contain the following data: (1) tabulated data representing the Chapter 1 participation and funding summary (participation levels in school year 1990-91, Chapter 1 services by grade span in school year 1990-91, and state funding levels by school year) and the Chapter 1 program improvement summary (the number of schools in program improvement in school year 1991-92 and statewide minimum standards for improvement); (2) a description of Chapter 1 program improvement; (3) an outline of additional Chapter 1 innovation and reform efforts; and (3) an overview of ways of making a difference school by school (description of one successful schoolwide project in the respective state). Included are 11 references and 2 data tables in 2 appendixes. (JB)

ED 350 380 UD 028 909

National Household Education Survey of 1991: Preprimary and Primary Data Files User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 525p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; *Databases; Data Collection; Data Processing; Day Care; Early Childhood Education; *Family Characteristics; Family Environment; Grade Repetition; *National Surveys; Parent Participation; Questionnaires; *Research Design; Sampling; *Telephone Surveys
IDENTIFIERS- *Data Files; *National Household Education Survey; User Guides

This manual provides documentation and guidance for users of the public release data files for the Early Childhood Education (ECE) component of the 1991 National Household Education Survey (NHES:91). Information is presented about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures. The survey was a random-digit-dial telephone survey, which attempted to collect information on the condition of education in the United States from a non-institutional sample. The ECE survey component covered the following topics: (1) child care and early childhood program experiences; (2) kindergarten and primary school entry; (3) retention in early grades; (4) parental involvement in center-based programs and school; (5) the education environment in the home; and (6) household and family characteristics. Appendixes provide the NHES:91 questionnaire, listings of variables, listings of SAS and SPSS-X control cards, a guide to SAS and SPSS-X use, the SAS code for composite variables, and the codebooks for the ECE data. Five tables and four figures supplement the discussion. (SLD)

ED 350 322 TM 019 075

Brick, J. Michael; And Others
Overview of the NHES Field Test. National Household Education Survey Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 52p.; For related documents, see TM 019 076-079.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adults; Data Collection; Early Childhood Education; *Field Tests; *National Surveys; Research Design; *Research Methodology; Sampling; *Telephone Surveys; Young Children
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) was conducted for the first time in 1991 as a way to collect data on the early childhood education experiences of young children and participation in adult education. Because the NHES methodology is relatively new, field tests were necessary. A large field test of approximately 15,000 households was conducted during the fall of 1989 to examine several methodological issues. This

Horn, Laura; West, Jerry
A Profile of Parents of Eighth Graders. National Education Longitudinal Study of 1988. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropouts; Family Characteristics; Grade 8; Junior High Schools; *Junior High School Students; *Longitudinal Studies; Mathematics Achievement; Middle Schools; *National Surveys; Parent Attitudes; *Parent Participation; Parents; *Profiles; Reading Achievement
IDENTIFIERS- *National Education Longitudinal Study 1988; *Parent Surveys

The National Education Longitudinal Study of 1988 (NELS:88) is the third in a series of longitudinal studies sponsored by the National Center for Education Statistics. The NELS:88 is being conducted in several waves, beginning with a base year experience of approximately 25,000 eighth graders. This report profiles the family characteristics and the level of involvement reported by the parents of 1988 eighth graders, using the base year survey and dropout data from the first follow-up. About 93 percent of the parents of the first year sample were interviewed to provide information about home life and family experiences. The parent component is not, however, a representative sample of eighth graders' parents. Their inclusion is linked to the student participants. This study examined child-directed involvement, including activities such as parent-child discussions and school-directed involvement such as parent-teacher association membership and volunteering in the school. There was some indication that parent involvement was related to whether or not students scored below the basic level in reading or mathematics proficiency, but there was a strong relationship between parent involvement and whether or not a student dropped out of school between the 8th and 10th grades. There are 26 tables and 18 figures presenting study findings. (SLD)

ED 350 342 TM 019 104

Barnhart, Amber J.; And Others
A Comparison of Second- and Fourth-Year Medical Students on a Standardized-Patient Examination of Clinical Competence: A Construct Validity Study.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; Comparative Analysis; *Competence; *Construct Validity; Effect Size; Evaluation Methods; Graduate Medical Education; Higher Education; Medical Evaluation; *Medical Students; Patients; *Test Validity
IDENTIFIERS- Patient Management; *Southern Illinois University School of Medicine

The construct validity of the standardized-patient (SP) examination used at Southern Illinois University (Springfield) School of Medicine was assessed by comparing 66 second-year and 70 fourth-year medical students on 5 SP cases. The results show sizable differences between the groups. The usefulness of

Implementation; Program Improvement; Public Schools; School Holding Power; *State Programs
IDENTIFIERS- *California

This paper presents an analysis of a California state mandated effort to reduce dropout rates. In particular, the analysis looks at which program components and strategies are successful in increasing school holding power and what organizational and administrative factors are linked to the decision to actually implement the program as designed. Section I of the analysis describes the legislated program and its outcomes, including assessment of the value of specific techniques (such as early identification of at-risk students, the value of parent involvement, and career training programs). After brief discussions of program components (an outreach consultant, student study teams as a dropout prevention methodology, school site councils in dropout prevention, and school-based coordination) in section I, section II explores the issues by examining linkages between specific program components or techniques and improvement in overall school holding power. Linkages are also examined for specific gender and ethnic target groups and the impact of the program on lower grades. Section III moves to mapping the program context, and examines the link between adoption or emphasis of the state program elements and roles played by three major institutional actors (the outreach consultant or program coordinator, the school principal, and the relevant oversight units of the California State Department of Education). Included are 15 tables and 4 figures. (JB)

ED 350 362 UD 028 878

Project ADVANCE 1991. OREA Report.
PUB DATE- Sep 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Ancillary School Services; *Disadvantaged Youth; *Education Service Centers; High School Equivalency Programs; *Homeless People; Parent Participation; Program Evaluation; Public Schools; Referral; *Urban Youth; *Youth Programs
IDENTIFIERS- New York City Board of Education; *Project ADVANCE NY; Transitional Service Centers

An evaluation was done of New York City Public Schools' program ADVANCE (Adolescents Developing Valuable and Necessary Channels of Esteem), a U.S. Department of Education funded project that provided support to adolescents in Tier II transitional housing in Brooklyn (New York). Tier II housing provides temporary living space and on-site social services for homeless persons who have been living in shelters and have not yet been assigned to permanent housing. The program, designed to augment Tier II services, provided educational referrals, a learning center, cultural activities, and parent workshops to all community members who wished to participate from February 1, 1991, to September 30, 1991. Seventy-one adolescents and adults participated in some or all of the activities. Evaluation data were collected via a roster indicating demographic characteristics of students, pretest and posttest reading scores, educational status, number of educational referrals, and participation in project activities. Staff also administered a pretest and posttest questionnaire assessing parents' involvement in their children's education and interviewed key project workers at the site. The analysis of

Inger, Morton
Increasing the School Involvement of Hispanic Parents. ERIC/CUE Digest Number 80.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Economically Disadvantaged; Educational Discrimination; Elementary Secondary Education; Ethnic Discrimination; Family Characteristics; Family Role; Guidelines; *Hispanic Americans; *Limited English Speaking; *Low Income Groups; Outreach Programs; Parent Attitudes; *Parent Participation; Parent School Relationship; *School Role; *Spanish Speaking
IDENTIFIERS- ERIC Digests

A review was undertaken of strategies for increasing Hispanic American parental involvement in their children's schools. Despite the continued strong extended family support for child rearing in the Hispanic American community, parent participation in their children's education is quite low. Studies show that many Hispanic Americans regard the educational institution as one in which they can have no influence. School personnel have interpreted a general reserve on the part of Hispanic American parents to mean a lack of interest in education. Other research indicates that the extended Hispanic American family is a possibly important resource for schools seeking the support of their parent community. Examples of school efforts to remove barriers to Hispanic American family participation have included parent training sessions, adult literacy programs, and several programs supported by private Hispanic American organizations. Extensive recommendations culled from the efforts of educators and community groups include easy participation, extra manpower for outreach efforts, gradually increasing involvement for parents, personal efforts to involve parents, home visits, first meeting at a site away from school, and agenda that are developed from the parents' concerns as well as the schools' concerns. Included are a list of five resource agencies and six references. (JB)

report describes the design of the field test and the outcomes of its collection activities. Unit and item response rates and the burden associated with survey participation are described. The telephone methodology of the NHES survey offers some important advantages for the program; it is less expensive than a comparable personal interview survey, and it can also be instituted relatively quickly, address several subject matter areas at the same time, and provide results in a very timely fashion. The NHES offers the potential for examining education issues that have been difficult to address through the more traditional National Center for Education Statistics surveys that are based on institutional samples. The field test has shown that many of the concerns can be handled adequately. Fifteen tables and six figures illustrate the overview. (SLD)

ED 350 323 TM 019 076

Brick, J. Michael; And Others
Telephone Undercoverage Bias of 14- to 21-Year-Olds and 3- to 5-Year-Olds. Contractor Report. National Household Education Survey Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 70p.; For related documents, see TM 019 075-079.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Adult Education; Age Groups; Data Collection; Early Childhood Education; Estimation (Mathematics); *Field Tests; Mathematical Models; *National Surveys; *Preschool Children; Research Problems; Sampling; *Statistical Bias; *Telephone Surveys; Young Adults
IDENTIFIERS- Current Population Survey; *National Household Education Survey; Undercounting

The National Household Education Survey (NHES) was conducted for the first time in 1991 to collect data on the early childhood education (ECE) experiences of young children and participation in adult education. Because the NHES methodology is relatively new, field tests were necessary. A large field test of approximately 15,000 households was conducted during the fall of 1989 to examine several methodological issues. This report analyzes data from the Current Population Survey to identify the extent of telephone undercoverage for 14- to 21-year-olds and 3- to 5-year-olds and bias related to undercoverage for estimates of school dropouts and ECE program participation. Methods for adjusting survey estimates to reduce this bias partially are developed and evaluated. Recommendations are given to improve sampling accuracy for both populations. For estimation of 14- to 21-year-olds in the NHES, it recommended that the mean adjusted poststratified estimator be used because it incorporates an additional smoothing over the within-cell adjusted estimator. Poststratification variables that are more closely related to household income should be considered for the NHES estimation phase, and the use of tenure in addition to or in place of some of the other poststratification variables may be useful in this respect. For estimation of 3- to 5-year-olds in the NHES, the poststratified estimator appears to perform reasonably well for the range of statistics available, and it is recommended for use with this target population. Problems concerning undercoverage bias due to households without telephones were not substantial. Fourteen tables and eight figures present field test findings. An appendix discusses the source and reliability of estimates. (SLD) passing rates the effect-size measures as a means of enhancing the typically weak evidence for validity provided by group-differences studies of construct validity is demonstrated. Results obtained through these approaches show that, as would be expected, the clerkships are having a considerable effect on clinical competence and that the examination is sensitive, as a valid measure of clinical competence should be, to these changes in the clinical-competence construct. A table summarizes passing rates and group means. (Author/SLD)

ED 350 343 TM 019 108

Enoki, Donald Y.
Student Portfolio and Profiles: A Holistic Approach to Multiple Assessment in Whole Language Classrooms.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Compensatory Education; Educational Assessment; Elementary Secondary Education; *Holistic Approach; *Portfolios (Background Materials); *Profiles; School Districts; *Student Evaluation; Teacher Education; Test Format; Test Use; *Whole Language Approach
IDENTIFIERS- Alternative Assessment; Authentic Assessment; Honolulu School District HI; *Multiple Evaluations; *Performance Based Evaluation

The assessment process in whole language classrooms in the Honolulu (Hawaii) School District is described. The development of alternative measures based on actual student performances was a natural outcome of the teachers' training and implementation of a holistic education/whole language program. Multiple and multidimensional assessment emerged from the holistic perspective, resulting in performance-based measures that included authentic samples of students' work. The systematic gathering of selected works led to the development of student portfolios and the student summary profile. Assessment is treated as an integral part of the instructional and learning processes rather than as pre/post measures on test items. Formal and informal measures and process and product measures are being tested in Chapter 1 programs and in Students of Limited English Proficiency programs. Three years of development have led to some significant results in sustained growth in student achievement. Classroom teachers are recognizing the worth of assessment and evaluation as an integral part of instruction. Performance-based measures developed through portfolios can serve as a significant way to measure student growth and development more accurately. Thirteen figures and one table are included. (SLD)

ED 350 344 TM 019 109

Lidz, Carol S.; And Others
Concurrent Validity of the Cognitive Domain of the Battelle Developmental Inventory in Relation to the Stanford-Binet Intelligence Test, Fourth Edition for Urban African-American Low SES Preschool Children.
PUB DATE- 92
NOTE- 19p.

the data found that the project reached or surpassed its objectives in number of participants, enrollment of participants in educational institutions, and passing rate on the General Education Diploma examination. (JB)

ED 350 363 UD 028 879

Van Nelson, C.; And Others
The Effect of Participation in Activities Outside the School and Family Structure on Substance Use by Middle and Secondary School Students.
PUB DATE- Oct 91
NOTE- 35p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Etiology; *Extracurricular Activities; Family Environment; *Family Structure; *High School Students; Intermediate Grades; *Junior High School Students; Middle Schools; Rural Youth; Secondary Education; Student Characteristics; *Substance Abuse; Suburban Youth
IDENTIFIERS- Middle School Students; Student Surveys

A study was done to determine if certain social variables outside of the school environment would show a relationship with substance abuse. Non-school activities considered were organized athletics, clubs, and music and drama organizations. A survey was distributed to 7,426 secondary school and middle school students in a large Midwestern suburban/rural county over 2 school years (1988-90). The instrument used included 52 items touching on participation in activities, family structure, and substance abuse. Analysis of the data indicated that substance abuse is more likely when the student does not participate in after-school activities. In addition, the data show that a less cohesive family unit is related to a higher probability of substance abuse as home environments where both parents are present showed the highest percentage of respondents who reported not using substances. Students from two-parent home environments were less likely to attend social functions where alcohol was present. Included in the text are 2 tables, and 2 appendixes offer 20 tables of additional data. (JB)

ED 350 364 UD 028 880

Frank, Ivan C.
Children in Chaos: How Israel and the United States Attempt To Integrate At-Risk Youth.
PUB DATE- 92
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Problems; *At Risk Persons; Attitude Change; Cross Cultural Studies; *Disadvantaged Youth; Economically Disadvantaged; Federal Programs; Foreign Countries; Poverty; Program Effectiveness; Social Influences; *Social Integration; Sociocultural Patterns; Urban Problems; *Urban Youth; *Youth Programs
IDENTIFIERS- *Israel; *United States; Youth Development Centers

ED 350 324 TM 019 077

Brick, J. Michael; West, Jerry
Multiplicity Sampling for Dropouts in the NHES Field Test. Contractor Report. National Household Education Survey Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 28p.; For related documents, see TM 019 075-079.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Adult Education; Age Groups; Data Collection; Dropout Research; *Dropouts; Estimation (Mathematics); *Field Tests; Mathematical Models; *National Surveys; Research Methodology; Sample Size; *Sampling; Statistical Bias; Telephone Surveys; Young Adults
IDENTIFIERS- *Multiplicity Sampling; *National Household Education Survey

The National Household Education Survey (NHES) was conducted for the first time in 1991 as a way to collect data on the early childhood education experiences of young children and participation in adult education. Because the NHES methodology is relatively new, field tests were necessary. A large field test of approximately 15,000 households was conducted during the fall of 1989 to examine several methodological issues. This report examines a technique that was used to increase the coverage of 14- to 21-year olds and to capture more dropouts in the sample. The effectiveness of the multiplicity sample in achieving these goals is described. The multiplicity sample results in more older youths and status dropouts, but does little to add to the sample size of younger youths and the event dropouts. The multiplicity sample is effective in reducing undercoverage bias for some statistics, but not others. Ways to improve estimation are discussed. Since the cost of screening households to find those with 14- to 21-year-old members (less than 1 in 4 households) is large relative to the cost of conducting the Household Respondent Interview, it is recommended that the multiplicity sampling approach be implemented in any future survey on dropouts. One table and six figures supplement the discussion. An appendix contains five detailed tables of field test findings. (SLD)

ED 350 325 TM 019 078

Mohadjer, Leyla; And Others
Proxy Reporting of Dropout Status in the NHES Field Test. National Household Education Survey Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 35p.; For related documents, see TM 019 075-079.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adult Education; Data Collection; Dropout Research; *Dropouts; *Enrollment; Error of Measurement; *Estimation (Mathematics); *Field Tests; *National Surveys; Reliability; Research Methodology; Sampling; Statistical Bias; Young Adults
IDENTIFIERS- *National Household Education Survey; *Proxy Reports

The National Household Education Survey (NHES) was conducted for

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Child Development; Classification; Comparative Testing; *Concurrent Validity; Decision Making; Eligibility; *Intelligence Tests; Low Income Groups; *Preschool Children; Preschool Education; Scores; Socioeconomic Status; Test Use; *Test Validity; Urban Youth
IDENTIFIERS- African Americans; *Battelle Developmental Inventory; *Stanford Binet Intelligence Scale Fourth Edition

The relationship between scores on the cognitive domain of the Battelle Developmental Inventory (BDI) and scores on the Stanford-Binet Intelligence Test (SBIT), Fourth Edition, was studied for 32 urban, low socioeconomic status (SES), African American children (22 males and 10 females) aged 3 to 5 years. The BDI is a developmental inventory designed for individual administration to children between the ages of birth through 8 years. It covers five domains (personal-social, adaptive, motor, communication, and cognitive). Results document a moderate relationship between the two tests, with a highly significant difference between the means. SBIT scores are consistently higher than BDI scores. More than half of the subjects obtained the lowest developmental quotient on the BDI, with SBIT scores for the same subjects ranging into the high 80's. It is concluded that the BDI is a poor choice for eligibility and classification decisions for this population. One table summarizes ranges, means, and standard deviations. (Author/SLD)

ED 350 345 TM 019 111

Gadzella, Bernadette M.; And Others
Student-Life Stress Inventory.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Texas Psychological Association (San Antonio, TX, November 9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Correlation; Higher Education; Likert Scales; Questionnaires; *Stress Variables; *Student Reaction; *Test Reliability
IDENTIFIERS- *Internal Consistency; *Student Life Stress Inventory

The reliability of the Student-Life Stress Inventory of B. M. Gadzella (1991) was studied. The inventory consists of 51 items listed in 9 sections indicating different types of stressors (frustrations, conflicts, pressures, changes, and self-imposed stressors) and reactions to the stressors (physiological, emotional, behavioral, and cognitive) as perceived by university students. Ninety-five state university students (38 males and 57 females) responded to the inventory twice within 12 days and rated each item by using a 5-point Likert scale. Students' responses were analyzed using the Pearson product moment correlation (test-retest) and Cronbach's alpha, the internal consistency correlation. All correlations were statistically significant, indicating that the inventory is highly reliable. Tables 1 and 2 present the inventory and the answer sheet. Tables 3 and 4 show correlations between responses for stress level groups. Table 5 illustrates internal consistency findings. (Author/SLD)

ED 350 346 TM 019 112

This book compares Israeli and U.S. programs to integrate high-risk youth into society. An introduction offers background on the context for such programs in Israel and the United States. Chapter 1, "Changing Youths' Attitudes: Well-Meaning Attempts in the United States," describes programs lacking a key long-term component. Chapter 2, "Warehousing Our Children: Another Dismal Failure," describes the social cost of failure and describes a successful Israeli approach. Chapter 3, "Some Good Educational Programs: A Brief Overview," describes programs with long-term success. Chapter 4, "Integration of At-Risk Youth: Israeli Success with Youth Aliyah Programs," covers this program's structure and results of a study of this program's outcomes, which found that the slum youth who participated in the program had been positively affected in their attitudes and approaches to society in the present and in the future. Chapter 5, "Federal Failures: How Bureaucracy Hinders Progress," analyses how federal regulations hinder good programs. Chapter 6 "Snapshots of Chaos: Personal Portraits of Pittsburgh," contains selections from a journal kept by a researcher while working in an urban education program. A conclusion emphasizes the book's major themes. Four appendixes contain information on 6 agencies receiving Act Together grants, an operational definition of "public service," a 10-item behavioral checklist, and a 6-item questionnaire. Also included are a glossary of Hebrew terms, and a 25-item bibliography. (JB)

ED 350 365 UD 028 881

Fanshel, David; And Others
Serving the Urban Poor.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- 92
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; Blacks; Chinese Americans; *Client Characteristics (Human Services); Disadvantaged Youth; Economically Disadvantaged; Family Characteristics; *Family Programs; Immigrants; Interviews; Minority Groups; *Models; Parent Participation; *Poverty; *Program Effectiveness; Urban Programs
IDENTIFIERS- *Family Preservation Services; New York (Manhattan); Service Contracts; Service Delivery Assessment

This book reports on a study of the urban poor in New York City focusing on the effectiveness of a model of service for this population. The project studied 160 families who were clients of the Lower East Side Family Union, an agency that aims to prevent foster care placement and to help clients mobilize their own coping capacities and to make better use of the resources available in the community. The model focuses on establishing a provider-client relationship that leads to a mutual assessment of needs, priorities, and responses; and on strengthening the family to avoid family dissolution and child placement. The model's core is the concept of a contract that is written individually for each client and that clearly states the client's needs and what services will be offered. Study data were time ordered and collected from the social work associate responsible for the cases and the clients through a content analysis of caseworker records and direct interviews with the subjects. Part I of the book is an introduction to the study. Part II discusses the external variables affecting the

the first time in 1991 as a way to collect data on the early childhood education experiences of young children and participation in adult education. Because the NHES methodology is relatively new, field tests were necessary. A large field test of approximately 15,000 households was conducted during the fall of 1989 to examine several methodological issues. This report focuses on measurement errors arising from the use of proxy respondents. During the 1989 Field Test, a knowledgeable household member was used as a source of information on the school enrollment of each sampled 14- to 21-year-old in the household. In addition, this age group was asked to report on its own school enrollment. The correspondence between the responses given by proxy respondents and the youths themselves is reviewed. Field test findings indicate that it will be possible to estimate the size of measurement error associated with using proxy respondents, but that it may be prudent to collect data from a household member and from the youths themselves to improve the reliability of dropout estimates. Fourteen tables and two figures illustrate the discussion, and an appendix contains statistics on the measurement errors for variables used to derive event and state dropout rates. (SLD)

ED 350 326 TM 019 079

Mohadjer, Leyla; West, Jerry
Effectiveness of Oversampling Blacks and Hispanics in the NHES Field Test. National Household Education Survey Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 28p.; For related documents, see TM 019 075-078.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Black Students; Data Collection; Demography; Early Childhood Education; *Estimation (Mathematics); *Field Tests; High School Students; *Hispanic Americans; Mathematical Models; *National Surveys; Reliability; Research Design; Research Methodology; Sample Size; *Sampling; Student Characteristics; Telephone Surveys
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) was conducted for the first time in 1991 as a way to collect data on the early childhood education experiences of young children and participation in adult education. Because the NHES methodology is relatively new, field tests were necessary. A large field test of approximately 15,000 households was conducted during the fall of 1989 to examine several methodological issues. This report describes the approach used to increase the number of Black and Hispanic American households and youth in the sample. During the field test, an approach that uses demographic information at the telephone exchange level to develop sampling strata was used to oversample Black and Hispanic American households. The yield of the field test sample design was compared to that which would have been expected without oversampling, and the effects of oversampling on the precision of survey estimates are reported. Oversampling did improve the precision of estimates of characteristics of Blacks and Hispanic Americans. Precision losses for overall totals and for non-Black and non-Hispanic American estimates are the price paid in order to improve the reliability of the estimates for Blacks and Hispanic Americans. Two tables and two figures report study data, and two appendixes contain screening ratios

Gadzella, Bernadette M.; And Others
Differences in Recall of Pictures and Words as a Function of Hemisphericity.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Texas Psychological Association (San Antonio, TX, November 9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Analysis of Variance; *Brain Hemisphere Functions; *College Students; Higher Education; *Lateral Dominance; Neuropsychology; *Recall (Psychology); *Sex Differences
IDENTIFIERS- Brain Research; Human Information Process Survey; *Pictures; *Words

Differences between left and right hemispheric subjects in recalling information presented as pictures and words were studied. The hemisphericity of 133 college students (37 males and 96 females) was identified using the Human Information Process Survey. These subjects were shown 25 concrete nouns individually either as pictures or words. The data were evaluated using analysis of variance by hemisphericity, modality, gender, and age groups, respectively. The differences between left and right hemispherics on pictures and words did not quite reach statistical significance, although the trend was indicative of previously reported findings. There were significant differences when pictures and words, respectively, were shown to left and right hemispherics. In both cases, picture information was recalled much better. Left hemispheric women recalled more words than did right hemispheric women, and women were generally left hemispheric. The 2 older age groups, 21 through 29 years, and 30 through 54 years, recalled more pictures than words. Three tables present study findings. (Author/SLD)

ED 350 347 TM 019 119

Elliott, Nikki; Harriman, Carol
A Feasibility Study of the Use of Portfolios for Placement in English 001, English 101, or English 102 at the University of Nevada, Reno.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Acceleration (Education); Advanced Courses; *College Bound Students; College Faculty; College Freshmen; Correlation; Educational Assessment; *English; Feasibility Studies; Higher Education; High Schools; *High School Students; *Portfolios (Background Materials); Remedial Programs; *Student Placement
IDENTIFIERS- American College Testing Program; *Performance Based Evaluation; *University of Nevada Reno

The possibility of using portfolios as a placement tool for freshman English at the University of Nevada (Reno) was studied. Three university instructors who, among them, taught all 3 levels of freshman English, from remedial (English 001) to accelerated (English 102), read portfolios assembled for 58 students in 3 college-bound high school senior English classes. Two readers read each portfolio independently, and discrepantly family. Part III describes the families and their problems. Part IV discusses the effectiveness of the service process and the conclusion of the research. Four appendixes contain two debriefing schedules for interviewing the social work associates, a client interview schedule, and a scale creation strategy. Also included are 40 references. (JB)

ED 350 366 UD 028 882

Remedial Education: Modifying Chapter 1 Formula Would Target More Funds to Those Most in Need. Report to Congressional Requesters.
PUB DATE- Jul 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; *Federal Programs; *High Risk Students; Low Achievement; Mathematical Formulas; Program Effectiveness; Program Improvement; *Remedial Programs; *Resource Allocation
IDENTIFIERS- Department of Education; Education Consolidation Improvement Act Chapter 1

A study of possible modifications to the Chapter 1 formula examined whether such change might better target the federal funds to the needs of low-achieving students in high poverty areas. The study used data from a national evaluation of Chapter 1. The data underwent a multiple regression analysis focusing on the relationship between low achievement and the number of poor students. An illustrative funding formula was developed to demonstrate how recognizing the greater need in counties with high numbers of poor children and providing extra funds to low-income counties would have changed Chapter 1 allocation in fiscal year 1990. Results suggest that changing the formula could increase the program funds to counties with greater needs. The current formula does not reflect the distribution of poverty-related low achievers, provide extra assistance to areas unable to fund remedial services, or reflect differences in local costs. A revised formula would improve targeting if it relied on a more precise method of estimating poverty-related low achievers, used an income adjustment factor, and used a uniform measure of education services costs. Included are two tables, and four appendixes containing additional data in four tables and one figure, information on methodology, comments from the U.S. Department of Education, and a list of major contributors. (JB)

ED 350 367 UD 028 885

Reglin, Gary; Chisom, Marilyn
Self-Perception and Achievement of 10th Grade Urban African American Males: Classroom Instructional Implications.
PUB DATE- 92
NOTE- 23p.; This paper is a revised version of ED 343 976.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Athletics; *Black Students; Comparative Analysis; *Competence; *Disadvantaged Youth; Grade 10; High Schools; *High School Students; *Males; Physical Attractiveness; *Self Concept; Self Evaluation (Individuals); Student Behavior; Urban Youth
IDENTIFIERS- *African Americans; California Achievement Tests

used to locate households of various groups and expected and observed sample sizes. (SLD)

ED 350 327 TM 019 080

A.I.D.P. English Instructional Services, Student Outcome Data 1990-91.
PUB DATE- 91
NOTE- 243p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Compensatory Education; *English Instruction; Evaluation Methods; High Schools; *High School Students; Models; *Outcomes of Education; Pretests Posttests; Program Evaluation; *Reading Achievement; *School Statistics; Student Evaluation; Tables (Data); Test Results; Urban Schools; *Writing Achievement
IDENTIFIERS- Attendance Improvement Plan; *New York City Board of Education

The Office of Research, Evaluation, and Assessment of the New York City public schools annually evaluates the AIDP English Instructional Services (EIS) program in reading and writing. Tests already in place in the High School Testing program are used as evaluation instruments. Program objectives include normal curve equivalent (NCE) gains of at least 1 full unit for 50 percent of full-year participants in grades 9 through 12 in reading. It is hoped that at least 70 percent of participants will demonstrate improvement in writing skills and at least 60 percent of participants in Model B or Model D English classes will pass the course. Results are given for the superintendencies of Manhattan, the Bronx, Brooklyn, and Queens and for the superintendencies labeled "Basis" and "Alternative." Outcomes, which include percentages improving in reading, are listed by school, for the superintendency by status, and for the superintendency by program model. The results are presented in 114 pages of tables. (SLD)

ED 350 328 TM 019 081

P.C.E.N. English as a Second Language, Student Outcome Data 1990-91.
PUB DATE- 91
NOTE- 503p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *English (Second Language); High Schools; *High School Students; *Outcomes of Education; Pretests Posttests; Program Evaluation; Program Improvement; *School Statistics; Scores; *Second Language Instruction; Student Evaluation; Tables (Data); Test Results; Urban Schools
IDENTIFIERS- Language Assessment Battery; New York City Board of Education; *Pupils with Compensatory Educational Needs

The Office of Research, Evaluation, and Assessment of the New York City Public Schools annually evaluates the PCEN English-as-a-Second-Langauge (ESL) program. Tests already in place in the High School Testing program are used as evaluation instruments. Objectives are that at least 50 percent of program participants will show a positive difference between their pretest normal curve equivalent (NCE) score and their posttest NCE score on scored portfolios were read by the third instructor. Correlations between readers' portfolio placements and traditional placements based on American College Testing Program (ACT) scores was high, particularly for placing students in English 101, the mid-level and usual college freshman course. The ACT placement appeared accurate for three-fourths of the population, but the portfolios were better at detecting students who did not need special consideration in terms of remediation or acceleration. A follow-up study of student achievement in class is proposed as the best determinant of accuracy of placement. A table lists scoring comparisons for each student. (SLD)

ED 350 348 TM 019 125

McMorris, Robert F.; Boothroyd, Roger A.
Tests that Teachers Build: An Analysis of Classroom Tests in Science and Mathematics.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Competence; Grade 7; Grade 8; Interviews; Junior High Schools; Mathematics Teachers; *Mathematics Tests; Multiple Choice Tests; Questionnaires; Science Teachers; *Science Tests; *Secondary School Teachers; *Teacher Made Tests; *Test Construction; Test Content

Classroom tests developed by seventh- and eighth-grade science teachers (n=23) and mathematics teachers (n=18) were analyzed by panels of content and measurement experts. The 41 participating teachers, each of whom contributed 2 tests, completed a questionnaire, an interview, and 2 measures of competence in testing. Teachers used all major item formats in their classroom tests. Science teachers favored multiple-choice items and mathematics teachers favored computation items. Faults were found in 35 percent of completion items and 20 percent of multiple-choice items on teachers' tests. Average test quality on 6 dimensions was rated 5.0 to 5.7 on 7-point semantic differential scales. Test quality was best predicted by scores on a multiple-choice measurement competency test. The sample of classroom tests is described, evaluated, and then related to teachers' training and experience, knowledge of testing, and content of test use to learn more about this pervasive, crucial, and understudied type of testing. Three tables and one figure illustrate study findings. (SLD)

ED 350 349 TM 019 127

Machiels-Bongaerts, Maureen; And Others
The Effects of Prior Knowledge Activation on Free Recall and Study Time Allocation.
SPONS. AGENCY- Netherlands Foundation for Educational Research, The Hague.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Cognitive Processes; Control Groups;

A study was done of 5 selected domains of self-perception held by 60 urban black male 10th graders in North Carolina. The domains were scholastic competence, athletic competence, physical appearance, behavioral conduct, and job competence. Each domain was transformed into a research questions. Achievers (n=30) and potential achievers (n=30) as measured by the California Achievement Test (CAT) were compared on each question. Achievers had scored above the 50th percentile on the CAT and the potential achievers had scored below the 50th percentile. The research design was causal-comparative, with the independent variable being achievement. The findings reveal statistically significant differences for scholastic competence, job competence, and behavioral competence. The mean scores of the achievers on these three domains were greater than those of the potential achievers. Surprisingly, there were statistically significant differences on athletic competence and physical appearance, with the potential achievers having the greatest mean scores. The potential achievers' perceptions of athletic ability and competence at sports were greater than the achievers'. They perceived themselves to be very good at sports and athletic activities and to be more "good-looking." The potential achievers were certain of a successful career as an athlete or entertainer. Classroom instructional ramifications are provided for educators with national implications for the education of urban African American males who are potential achievers. Included are 5 tables and 20 references. (JB)

ED 350 368 UD 028 887

Region A Chapter 1 Technical Assistance Center. Annual Report: July 1, 1991-June 30, 1992.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- 30 Jun 92

NOTE- 46p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Role; *Compensatory Education; Coordination; Disadvantaged Youth; Educational Cooperation; Education Service Centers; Elementary Secondary Education; *Federal Programs; Negotiation Agreements; Program Evaluation; *Remedial Programs; Specialists; *Technical Assistance

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; Progress Reporting; *Regional Centers; *Technical Assistance Centers

This publication reports on progress made regarding seven tasks of the Chapter 1 Technical Assistance Center (TAC) for Region A (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, and Vermont). Chapter 1 is a federal program sponsoring remedial education projects nationwide. The TAC offers services to Chapter 1 clients (schools and school districts), assisting in the delivery of technical services, and acting as contacts and specialists for coordinating information on special topics. The report is organized in seven sections, one for each task of the center. Each section describes the task and offers data on the year's activity in the form of tables or figures. Following an introduction which describes the organization of the TAC, tasks and sections are as follows: (1) negotiate services through letters of agreement; (2) provide direct technical assistance and act as a technical consultant to state and local education the English version of the Language Assessment Battery, and that at least 50 percent of students for whom no 1990 scores exist will show a similar gain between fall 1990 and spring 1991. Student outcomes are presented by school within the superintendencies of Manhattan, the Bronx, Queens, and Brooklyn and for the superintendencies designated "Basis" and "Alternative." Outcomes are also presented by superintendency and program model. The results are presented in 249 pages of tables. (SLD)

ED 350 329 TM 019 082

Chapter 1 Math Skills Program, Student Outcome Data 1990-91.
PUB DATE- 91
NOTE- 891p.; For 1988-89 report, see ED 325 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; *Compensatory Education; Federal Programs; High Schools; *High School Students; *Mathematics Achievement; *Outcomes of Education; Pretests Posttests; *Program Evaluation; Program Improvement; *School Statistics; Student Evaluation; Tables (Data); Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *New York City Board of Education; New York State Regents Competency Tests

The Office of Research, Evaluation, and Assessment of the New York City Public Schools evaluates the Chapter 1 Math Skills program annually. Objectives, which were set by the Division of High Schools, are that at least 50 percent of full-year program participants will demonstrate a normal curve equivalent (NCE) gain of at least 1 unit as measured by a comparison of pretest and posttest scores on the Mathematics Achievement Test or the Regents' Competency Test. It is hoped that at least 60 percent of participants in Model B or Model D mathematics classes will pass the course. Student outcomes, which include percentages improving and passing the course, are presented for the superintendencies of Manhattan, Brooklyn, the Bronx, and Queens, as well as the superintendencies labeled "Basis" and "Alternative." Outcomes are given for sites by status, by superintendency, and by superintendency with the class model designated. Results are presented in 442 pages of tables. (SLD)

ED 350 330 TM 019 083

Sciences Humaines Assessment, Manitoba 1991. Preliminary Report: Test Data. French Immersion Program = Evaluation en sciences humaines, Manitoba 1991. Rapport preliminaire: donnees des tests. Programme d'immersion Francaise.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Affective Objectives; Cognitive Objectives; Foreign Countries; *French; French Canadians; Geography; Grade 8; Grade 10; History; *Immersion Programs; *Program Evaluation; Scores; Secondary Education; *Secondary School Students; *Second Language Learning; Test Items; Test Results
IDENTIFIERS- *French Language Schools; *Manitoba; Open Ended Questions; Subtests

Experimental Groups; Foreign Countries; Hypothesis Testing; *Knowledge Level; *Prior Learning; *Recall (Psychology); Study Skills; Time Factors (Learning)
IDENTIFIERS- *Knowledge Utilization; Selective Attention; *Text Processing (Reading)

The effects of mobilizing prior knowledge on information processing were studied. Two hypotheses, the cognitive set-point hypothesis and the selective attention hypothesis, try to account for the facilitation effects of prior knowledge activation. These hypotheses predict different recall patterns as a result of mobilizing prior knowledge. In experiments supporting these hypotheses, different activation strategies have been applied, resulting in different ways of information processing. The assumption was tested by providing two groups of subjects with different reading goals that would lead to the results predicted by the two hypotheses. Study time allocated to different parts of the study material and free recall were registered for two groups of six subjects (a problem group that mobilized information about the consequences of fishery policies and a tourism group that mobilized knowledge that could be important for a tour operator who had to select new holiday locations) and a control group of six that mobilized knowledge concerning a neutral topic (tennis). Results show that mobilizing prior knowledge can result in different patterns of recall and study time allocation, which supports the assumption that both hypotheses can provide valid explanations for the facilitation effects of prior knowledge activation. Two tables present study data. (Author/SLD)

ED 350 350 TM 019 128

Brown, William L.
Analysis of Spring 1990 Field Tryouts of MEAP Essential Skills Mathematics Test Items Using a Partial Credit Model.
PUB DATE- Apr 92
NOTE- 71p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Computer Assisted Testing; *Cutting Scores; Error of Measurement; Estimation (Mathematics); *Field Studies; Goodness of Fit; Grade 10; High Schools; *High School Students; Item Response Theory; Mathematical Models; *Mathematics Tests; Maximum Likelihood Statistics; *Test Items
IDENTIFIERS- Dichotomous Variables; *Essential Skills Mathematics Tests; Michigan Educational Assessment Program; One Parameter Model; *Partial Credit Model; Rasch Model

The partial credit model of G. N. Masters (1982), a one-parameter unidimensional polychotomous Rasch model, was used to reduce the error of measurement, particularly for students near the cut score, and to permit measurement to reflect the actual ability of a student more accurately by reducing the degree of misfit for students near the cut scores. Two implementations of the extended Rasch model, the FACETS and BIGSCALE programs, were used in the application of polychotomous scoring to the Michigan Educational Assessment Program (MEAP) spring 1990 item tryouts of the Essential Skills Mathematics Tests. FACETS produces a Rasch analysis of many-faceted data through iterative maximum likelihood estimation. The dichotomous analysis was made with BIGSCALE, which fits the one-parameter Rasch measurement model to the data. Item responses were agencies; (3) perform additional tasks related to Chapter 1 evaluation and program improvement; (4) maintain staff capabilities and expertise; (5) conduct outreach and awareness activities; (6) attend TAC directors' meetings; and (7) frequently coordinate with regional TACs. Included are six tables and seven graphs. (JB)

ED 350 369   UD 028 888

Introducing African American Role Models into Mathematics and Science Lesson Plans: Grades K-6.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 313p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Biographies; *Black Achievement; Black History; Black Students; *Classroom Techniques; Cultural Awareness; Curriculum Development; Elementary Education; Instructional Materials; Intermediate Grades; Lesson Plans; *Mathematics Instruction; Minority Groups; *Role Models; *Science Instruction; Student Attitudes; Teaching Guides
IDENTIFIERS- *African Americans

This guide presents lesson plans, with handouts, biographical sketches, and teaching guides, which show ways of integrating African American role models into mathematics and science lessons in kindergarten through grade 6. The guide is divided into mathematics and science sections, which each are subdivided into groupings: kindergarten through grade 2, grades 3 and 4, and grades 5 and 6. Many of the lessons can be adjusted for other grade levels. Each lesson has the following nine components: (1) concept statement; (2) instructional objectives; (3) male and female African American role models; (4) affective factors; (5) materials; (6) vocabulary; (7) teaching procedures; (8) follow-up activities; and (9) resources. The lesson plans are designed to supplement teacher-designed and textbook lessons, encourage teachers to integrate black history in their classrooms, assist students in developing an appreciation for the cultural heritage of others, elevate black students' self-esteem by presenting positive role models, and address affective factors that contribute to the achievement of blacks and other minority students in mathematics and science. Affective factors include developing positive attitudes in the early and middle grades, developing the ability to persist in the face of barriers, addressing stereotyping in mathematics and the sciences, understanding the utility of achievement in mathematics and science for everyday life and future careers, and maximizing the teacher's role as a positive significant other for the student. Three appendixes provide a summary of factors influencing minority student participation in mathematics and science, bibliographies of African and African American contributions to mathematics and science, and resources for incorporating African American role models in mathematics and science. (JB)

ED 350 370   UD 028 891

Compensatory Education Product Evaluation: Elementary and Secondary Programs 1991-1992.
PUB DATE- Aug 92
NOTE- 85p.

The "sciences humaines" provincial assessment was conducted in June 1991 in Franco-Manitoban (Canadian) schools and in the French immersion program. Tests were administered to students in grades 8 and 10. Test results are presented in two preliminary reports, one for Franco-Manitoban schools and the present report for French immersion schools. This report provides data on each item and each cognitive subtest for the Province as a whole. The assessment, which was not intended to measure the achievement of individual students, but rather to identify strengths and weaknesses of the program, contained written tests in general history and the geography of Canada. For the French immersion program there were 1,044 tests in history and 475 in geography. Test results are presented in 41 tables. The text is presented in parallel English and French versions. (SLD)

ED 350 331 TM 019 085

P.C.E.N. Math Skills Program, Student Outcome Data 1990-91.
PUB DATE- 91
NOTE- 835p.; For 1988-89 report, see ED 325 311.
LANGUAGE- English
EDRS Price- EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Compensatory Education; High Schools; *High School Students; *Mathematics Achievement; *Outcomes of Education; Pretests Posttests; Program Evaluation; *School Statistics; Student Evaluation; Tables (Data); *Urban Schools
IDENTIFIERS- New York City Board of Education; New York State Regents Competency Tests; *Pupils with Compensatory Educational Needs

The New York City Public Schools Office of Research, Evaluation, and Assessment annually evaluates the PCEN Math Skills Program. Evaluation objectives were devised to avoid additional testing by using tests already in place in the High School Testing Program as evaluation instruments. Objectives are that at least 50 percent of full-year program participants will show a normal curve equivalent gain of at least 1 unit between the pretest and the posttest on the Mathematics Achievement Test or the Regents Competency Test, and that at least 60 percent of students in Model B and Model D mathematics classes will pass the course. Student outcomes, which include percentages improving and passing the courses, are presented for sites without specifying the class model, and by superintendency with the model specified. The superintendencies are Manhattan, the Bronx, Brooklyn, and Queens and the superintendencies designated "Basis" and "Alternative." Test results are presented in 414 pages of tables. (SLD)

ED 350 332 TM 019 088

Simms, Richard L.
Praxis III: A Collaborative Development. The Minnesota Board of Teaching and Educational Testing Service.
PUB DATE- 5 Jun 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Education Commission of the States (Boulder, CO, June 5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

examined for approximately 264 10th-grade students. The analysis did not show a major difference in the students exceeding the cut score under the partial credit model as compared with dichotomous scoring, but it did show that error of measurement was reduced near the cut score. The degree of misfit to the model was slightly increased for students near the cut score. Appendix A contains portions of the examination. Appendixes B, C, D, and E give analysis results. Thirty-eight graphs and 47 references are included. (SLD)

ED 350 351 TM 019 132

Report of Student Performance: Writing, Grades 6 and 8. 1991-92.
PUB DATE- 92
NOTE- 179p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Elementary School Students; English; *Essay Tests; Grade 6; Grade 8; Intermediate Grades; Junior High Schools; *Junior High School Students; Performance; *State Programs; Student Evaluation; Testing Programs; Test Results; *Writing (Composition)
IDENTIFIERS- *North Carolina

As part of the state's annual assessment program, a writing essay has been administered to North Carolina students in grades 6 and 8 for 9 years. Each year compositions are graded by readers trained to apply criteria uniformly. A focused holistic score from one to four reflects the criteria of main idea, supporting detail, organization, and coherence. A plus or minus score is used to assess use of standard English conventions. Sixth graders had to name a place and explain why it is special. There were 83,902 sixth-grade essays; 57.4 percent of the sixth graders wrote well enough to score at or above the scale midpoint, compared to 31.9 percent in 1984. About 9.5 percent of the sixth graders received the highest scores of 3.5 or above. About 70 percent showed a reasonable command of English conventions, while 11.8 percent were deficient. Eighth graders wrote a persuasive composition. Of the 80,010 essays, about 57.8 percent scored at or above the scale midpoint. About 10 percent scored in the highest category, and about 14 percent scored a 1.0 or 1.5, compared with 63.2 percent in 1983. About 71 percent showed a reasonable command of English conventions, but nearly 12 percent were deficient in English usage. Writing scores compared to last year improved slightly at grade 6 and declined slightly at grade 8. Regional skills were in line with state averages, but scores for individual school districts varied widely. Ten tables, 20 figures, and an appendix of 65 charts are included. (SLD)

ED 350 352 TM 019 133

Report of Student Performance. California Achievement Tests, North Carolina Science Tests, North Carolina Social Studies Tests, Grades 3, 6, and 8. Spring 1992.
PUB DATE- Jul 92
NOTE- 290p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Elementary Education; *Elementary School Students; Grade 3; Grade 6; Grade 8; *Junior

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Elementary Secondary Education; Federal Programs; Interviews; *Mathematics Instruction; Pilot Projects; *Program Evaluation; *Reading Instruction; School Districts; Thinking Skills; *Urban Schools; Urban Youth
IDENTIFIERS- *Pullout Programs; *Saginaw City School System MI; Service Delivery Assessment

An evaluation was done of compensatory educational programs in reading and mathematics in the Saginaw (Michigan) School District. The elementary Compensatory Education (CE) program is both a push-in format (grades 1 and 2) and a pull-out format (periodically taking students out of regular classrooms) that serves 2,045 students in grades 1 through 6. Also included is a pull-out Reading Recovery program for grade 1 serving 55 students and piloted in December of 1991. The secondary CE is a self-contained classroom program that involves approximately 772 students in grades 7 through 12. Also included is the Thinking Skills Program (TSP) for grades 7 through 9. The process evaluation focused on supportive services provided by the pupil service team and project success. The evaluation proceeded using structured interviews with eight key staff members, a review of logs for the pupil service team, and an analysis of the results of student test performance on the California Achievement Tests. Results of the Reading Recovery Pilot suggest that this program has promise. Data from the pre- to post-testing of CE students indicate that overall greatest gains in reading were made in grade 1. Grades 1 through 3 attained the performance standard in basic and advanced skills. Grades 9, 10, and 12 attained the performance standard in basic skills. Mathematics gains were the greatest in grade 3 (basic skills) and grade 1 (advanced skills). Included are 27 tables. Six appendixes, which comprise about half of the document, contain counts of program participants and technical information on program evaluation and administration. (JB)

ED 350 371 UD 028 893

In-School Segregation in North Carolina Public Schools. A Summary Report.
PUB DATE- Mar 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; Advisory Committees; Black Students; Civil Rights; Elementary Secondary Education; Low Achievement; *Minority Groups; Parent Participation; *Public Schools; Racial Segregation; School Desegregation; *School Segregation; Special Education; State Standards; Student Evaluation; *Student Placement
IDENTIFIERS- *North Carolina

This summary report examines ability grouping and its possible use for in-school segregation in the North Carolina public schools. The report describes the development of concerns among minority parents about the placement of minority children in special education and low-ability classes and the investigation into the issue by a forum of six panelists. An overview of the question of whether minority students are overidentified for low-ability groups and passed over for high ability groups shows that a representative of the Robeson County (North

DESCRIPTORS- *Beginning Teachers; Elementary School Teachers; *Evaluation Methods; Higher Education; Internship Programs; *Licensing Examinations (Professions); Professional Development; Research Utilization; Secondary School Teachers; *State Programs; *Teacher Certification; Teacher Education; Teacher Evaluation; Teacher Interns

IDENTIFIERS- Educational Testing Service; *Minnesota; Minnesota State Board of Teaching; *Performance Based Evaluation; Praxis III; Teacher Competency Testing

A new professional licensure system for teachers developed by the Minnesota Board of Teaching in conjunction with the Educational Testing Service is described. Initial work with the Rand Corporation in 1987 provided a plan for a new licensure system. The state's expectations for a performance assessment system to measure the skills of first-year teachers reflect a major conclusion of recent teaching research, that the appropriate application of skills depends on the context and the varying pedagogical demands associated with subject matter, instructional objectives, stages of student development, and previous learning. In addition to requiring that all applicants for teacher licensure complete a professional preparation program from an accredited teacher preparation institution and an examination of skills in reading, writing, and mathematics, the Board of Teaching proposes the following reforms to the licensure system: (1) an examination of teaching knowledge at the end of collegiate teacher preparation; (2) a 1-year supervised teaching internship in a professional development school; and (3) licensure-specific examinations of teaching skills on completion of the internship. The internship is an integral part of the proposed new system. A table displays the licensure levels and experience of the 45 experienced and 74 first-year teachers who participated in the design and piloting of the performance assessment system. (SLD)

ED 350 333 TM 019 090

Choy, Susan P.; And Others

Schools and Staffing in the United States: A Statistical Profile, 1987-88. Schools and Staffing Survey (SASS) and Teacher Followup Survey.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Jul 92

NOTE- 202p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; *Followup Studies; *National Surveys; Policy Formation; Principals; Private Schools; *Profiles; Public Schools; School Districts; School Personnel; School Statistics; *School Surveys; *Secondary School Teachers; Tables (Data); Teacher Employment; Teacher Supply and Demand

IDENTIFIERS- *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) is an integrated study of public and private schools, school districts, principals, and teachers. The survey was first conducted in the 1987-88 school year, again in 1990-91, and will be repeated at 3-year intervals. The 1987-88 sample consisted of 56,000 teachers in 9,300 public schools and 11,000 teachers in 3,500 private schools. This report presents results from the original survey and the follow-up of 1988-89. Information on schools, school districts, principals, and teachers is presented in the context

High School Students; Language Arts; Mathematics Achievement; *Norm Referenced Tests; Reading Achievement; Science Education; Social Studies; Standardized Tests; *State Programs; Student Evaluation; Testing Programs; *Test Results; Thinking Skills

IDENTIFIERS- California Achievement Tests; *North Carolina; North Carolina Science Tests; North Carolina Social Studies Tests

To fulfill the mandates of the State Legislature, a battery of national and statewide standardized norm-referenced tests has been administered in the spring of each year to North Carolina's students in grades 3, 6, and 8 to measure skills in reading, language, mathematics, science, and social studies. This report presents summary results of student performance from the spring of 1986 through spring 1992. In 1992, the average third-, sixth-, and eighth-grade student in North Carolina scored higher than the average student in the national norm groups for the California Achievement Test for reading, language, and mathematics. On the average, students taking the 60-item North Carolina Science and North Carolina Social Studies tests in 1992 correctly answered 2 to 3 more items correctly than did students taking the 1988 tests, and average student performance in 1992 exceeded that of 1988 and 1990. New tests to be implemented in 1993 will continue to assess student performance in these basic skills, but will greatly expand the measurement of higher-order cognitive processes. Nine figures, 6 illustrations, and 32 tables present test results. Appendixes A, B, and C contain 104 summary reports for the state and region. Appendix D discusses selecting a measure of central tendency, and Appendix E provides definitions of measurement terms. (SLD)

ED 350 353 TM 019 134

Semple, Brian McLean
Performance Assessment: An International Experiment.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Jul 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adolescents; Comparative Testing; Educational Assessment; Foreign Countries; *International Studies; Junior High Schools; *Junior High School Students; *Mathematics Achievement; *Problem Solving; *Sciences; Scores; Student Evaluation; Test Construction; Test Results
IDENTIFIERS- *International Assessment of Educational Progress; *Performance Based Evaluation

The second International Assessment of Educational Progress focused on the mathematics and science achievement of 13-year-olds. Performance assessments were used as part of the overall assessment in four countries (England, Scotland, Soviet Union, and Taiwan) and five Canadian provinces. The performance assessment approach drew heavily on the experience of the United Kingdom in such assessments, but added features to meet the needs of an international study. The performance tasks required students to apply concepts, observe, measure, manipulate equipment and materials, and record and interpret data. Approximately 3,000 students participated in the 1991 mathematics and science assessments. Scores varied widely from

Carolina) schools confirm that blacks make up a wide majority of students in classes for limited intellectual ability and that such placement is the result of inappropriate student assessment. A description of the extent of racial isolation finds that data from a survey are not useful in addressing this question. A discussion of whether ability grouping was good or bad finds panelists disagreeing, and results in no clear conclusion. Sections on monitoring and safeguards to avoid racial discrimination include examination of state guidelines and discussion of replacing the current educational administration with education vouchers. The forum gives the North Carolina Advisory Committee greater insights into the hidden nature of ability grouping as a civil rights issue. An unanswered question is whether a greater benefit for students results from heterogeneous or homogeneous instructional groups. Data suggest a formidable barrier for African American students in academically advanced classes. (JB)

ED 350 372   UD 028 895

Hecht, Deborah; Tittle, Carol Kehr
Affective and Motivational Characteristics of 60 Urban JHS Math Classrooms: A Class-Level Analysis of Student Beliefs in Three Instructional Activity Settings.
PUB DATE- Apr 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Beliefs; Class Activities; Classroom Techniques; *Educational Environment; Junior High Schools; *Junior High School Students; Mathematics Achievement; *Mathematics Instruction; Psychological Characteristics; Student Attitudes; *Student Characteristics; Student Motivation; Urban Schools; Urban Youth
IDENTIFIERS- Educational Indicators; New York City Board of Education

This study is an exploratory analysis of class-level data concerning junior high school (JHS) students' affective and motivational beliefs. It examines class-level information on selected psychological characteristics that students, who read at the fifth-grade level, bring to learning mathematics and that teachers encounter during instruction. Focus is on the variability among 60 classes on 7 affective and motivational indicators and determining whether teachers encounter different psychological characteristics of a class across classes of different mathematical achievement levels and in the same class across different activity settings. Study data are from the fall 1988 administration of the Mathematics Assessment Questionnaire (MAQ) to 1,737 students in 7th- through 9th-grade mathematics classes at 8 junior and senior public high schools in New York City. Students' responses to four affective beliefs (value, interest, confidence, and anxiety), two motivations (internal learning goals and external performance goals), and one attribution (unknown control) are examined. Differences among classes and among activity settings are found. This study highlights to the wide differences among mathematics classrooms in the psychological environment for learners and teachers, and provides an exploratory analysis of differences that may characterize urban mathematics classrooms on several important belief areas related to mathematics learning. Included are 1 of school characteristics. Each table provides data disaggregated within the public and private sectors by community type, school level, school size, and percent minority enrollment. The report enables local educators and policy makers to reflect on how conditions in their schools compare with national data for similar types of schools. Forty-one figures illustrate the discussion, and data are presented in 54 tables. An appendix of selected standard errors is included. (Author/SLD)

ED 350 334 TM 019 093

Plomp, Tjeerd, Ed.; And Others
European Conference on Educational Research, University of Twente (Enschede, The Netherlands, June 22-25, 1992). Book of Summaries: Volumes 1, 2, and 3.
PUB DATE- 92
NOTE- 1,358p.
LANGUAGE- English
EDRS Price- EDRS Price - MF11/PC55 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conference Papers; Curriculum; Educational Administration; Educational Assessment; *Educational Research; Educational Technology; Elementary Secondary Education; *Foreign Countries; Higher Education; Instructional Effectiveness; Learning; Professional Education; Research Methodology; Teacher Education; Teaching Methods; Vocational Education

Three volumes present, in three chapters each, summaries of the papers delivered at the June 1992 European Conference on Educational Research. In 1992 the annual Dutch Educational Research Association conference became international. The 9 themes of the conference, arranged in 9 chapters, and the number of papers presented for each theme are as follows: (1) educational organization and management, 21 papers and 3 symposia; (2) curriculum, 30 papers and 6 symposia; (3) learning and instruction, 46 papers, 6 poster sessions, and 7 symposia; (4) educational technology, 46 papers, 6 poster sessions, and 2 symposia; (5) research methods and evaluation research technology, 38 papers, 3 poster sessions, and 4 symposia; (6) teaching and teacher training, 40 papers, 4 poster sessions, and 4 symposia; (7) vocational and professional education and training, 20 papers and 4 symposia; (8) higher education, 34 papers, 2 poster sessions, and 2 symposia; and (9) the social context of education, 28 papers, 2 poster sessions, and 1 symposium. (SLD)

ED 350 335 TM 019 094

Valley, John R.
The SAT: Four Major Modifications of the 1970-85 Era.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; Educational History; Equated Scores; High Schools; High School Students; *Item Response Theory; Psychometrics; Standardized Tests; *Test Construction; Test Content; Test Format; Test Reliability; Test Validity; Writing Evaluation

task to task and from country to country. Relative performance of countries and provinces generally differed from those identified by written curriculum-based tests. A major lesson learned from the experimental test administration is that this form of performance assessment can be used reliably in international comparative studies although at an estimated cost three to four times greater than that for an equivalent number of written test questions. Sample mathematics and science tasks are included, and there is an appendix on problem solving in mathematics that describes outcomes produced by Scottish students. (SLD)

ED 350 354   TM 019 135

Lazer, Stephen
Learning about the World.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Jun 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adolescents; Family Environment; Geographic Concepts; Geography; *Geography Instruction; Homework; *International Studies; Junior High Schools; *Junior High School Students; *Map Skills; Recreational Reading; Social Studies; Television Viewing
IDENTIFIERS- *International Assessment of Educational Progress

As a step toward acquiring international measures of geographic competence of students, an optional geography component was included in the second International Assessment of Educational Progress. Nine of the 20 countries participating in the assessment included the geography component, including 8 provinces. In each country a representative sample of 13-year-olds was assessed, a total of about 3,300 students. The assessment contained 24 content-area questions and 14 background questions covering geographic skills and tools, physical geography, and cultural geography. National differences in performance on the geography probe were less pronounced than they were in the mathematics and science portions of the assessment. Overall, students performed better on questions involving map reading and chart reading than on questions that combined use of such skills with prior knowledge of geographic vocabulary, process, or location. There were consistent relationships between books in the home, family size, and leisure reading and achievement, but the relationship of television and time spent on homework to achievement was less clear. Issues in developing and administering similar international assessments are discussed. Eleven figures, 12 tables, 15 sample test questions, a procedural appendix, and a data appendix are included. (SLD)

ED 350 355   TM 019 138

Yamamoto, Kentaro; Kulick, Edward
An Information-Based Approach To Monitoring Content Validity and Determining the Relative Value of Polytomous and Dichotomous Items.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English

table, 12 bar graphs, and an illustration of study calculations. (RLC)

ED 350 373 UD 028 897

Armstrong, Bonnie
Making Government Work for Your City's Kids: Getting through the Intergovernmental Maze of Programs for Children and Families. Local Officials Guide.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 92
NOTE- 88p.; One paper in the Local Officials Guide series of the National League of Cities.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Child Advocacy; *Children; *City Government; City Officials; Community Programs; Family Programs; Federal Programs; *Government Role; Guidelines; Local Issues; Public Agencies; State Government; Urban Problems; Urban Programs; *Urban Youth
IDENTIFIERS- Localization (Administrative)

This guide is designed to help local elected officials become better intergovernmental advocates for their city's children and families. The book is based on the experiences of selected policy researchers, collected via a questionnaire sent to some 50 local officials. It advocates developing and using intergovernmental collaboration and partnerships in which officials from all levels and the private sector come together as equals to find joint solutions to community problems. Chapter 1, "The Dual Crises of the 1990s," provides the context within which local officials must work (children, families, and systems that are supposed to be serving them are in crisis). Chapter 2, "Who Does What To Whom," gives a brief overview of the various government structures that affect children and families and points out opportunities for advocacy in each. Chapter 3, "How the Intergovernmental Pieces Fit Together," describes the ways that intergovernmental efforts provide services to children and highlights points of flexibility where local advocacy can be particularly effective. Chapter 4, "Local Government: Catalyst for Collaboration," covers how local efforts can rationalize and coordinate the maze of services and programs and gives specific examples, resources, and sources for technical assistance. Chapter 5, "Seven Steps to Becoming a More Powerful Partner," outlines seven key steps to becoming a stronger advocate for the city's children. Included are two figures and selected supplementary discussions. Three appendixes contain lists of state advocacy organizations; national advocacy, research, and professional organizations; and 37 references. (JB)

ED 350 374 UD 028 898

Margolis, Edwin; Moses, Stanley
The Elusive Quest: The Struggle for Equality of Educational Opportunity.
PUB DATE- 16 Nov 92
NOTE- 182p.; Foreword by New York Governor, Mario M. Cuomo.
LANGUAGE- English

IDENTIFIERS- *Scholastic Aptitude Test; Test of Standard Written English; *Test Revision

From 1970 to 1985, the Scholastic Aptitude Test (SAT) underwent major modifications caused by: (1) the addition of the Test of Standard Written English (TSWE) to the College Board's Admissions Testing Program (ATP); (2) the passage of test disclosure legislation; (3) the institution of test sensitivity reviews; and (4) the use of item response theory equating in SAT scores. This report discusses these modifications as they relate to the SAT's content, format, development procedures, psychometric characteristics, and statistical procedures; and it concludes that despite these major modifications and other concomitant minor changes, the SAT has maintained its stability and continuity. Two figures and eight tables present study findings, and there is an appendix of SAT item-type examples. (Author/SLD)

ED 350 336 TM 019 095

Stricker, Lawrence J.; And Others
Sex Differences in SAT Predictions of College Grades.
PUB DATE- 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; *College Freshmen; Females; Grade Point Average; *Grade Prediction; Grades (Scholastic); Higher Education; Males; Questionnaires; *Sex Differences; Standardized Tests; Student Attitudes; Study Habits
IDENTIFIERS- *Scholastic Aptitude Test

This study examined the role that sex-related differences in the nature of the grade criterion and in variables associated with academic performance play in the over- and under-prediction of college grades by the Scholastic Aptitude Test (SAT) both when the test is used alone and in conjunction with high school grades. An entire freshman class (4,351 students) at a large state university was studied. Women's grade point average (GPA) was underpredicted, but only by a small amount. Adjusting the GPA for differences in grading standards for individual courses did not affect the underprediction, but controlling for sex differences in individual-difference variables concerned with academic preparation, studiousness, and attitudes about mathematics reduced or essentially eliminated the underprediction. Eight figures and 22 tables present results of the analysis. Two appendixes contain classifications and scores, and the study questionnaires. (Author/SLD)

ED 350 337 TM 019 096

Marco, Gary L.; And Others
Methods Used To Establish Score Comparability on the Enhanced ACT Assessment and the SAT.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *College Entrance Examinations; College Students; Comparative Testing; Higher Education; High

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Content Validity; Elementary Secondary Education; *Field Tests; Mathematical Models; *Sciences; Test Construction; Test Content; *Test Items
IDENTIFIERS- Dichotomous Variables; *National Assessment of Educational Progress; Polytomous Items

Test items are designed to be representative of the subject areas that they measure and to reflect the importance of specific domains or item types within those subject areas. Content validity is achieved by content specification and number of items in each content domain included in the design of the test. However, largely due to the normal attrition of less desirable items during the field test phase, the averaged proportional domain information of the 1990 National Assessment of Educational Progress (NAEP) reading assessment deviated from the original design. The relative value of polytomous and dichotomous items in a 1990 NAEP science assessment booklet was evaluated. The current study included 1,248 students from the NAEP grade 8/age 13 years sample who were administered booklet 20, which contains 3 science blocks. Results show that the polytomous items were only as informative as dichotomous items in regard to both the model-based relative information values as well as the reduction in the variance of posterior proficiency distribution. It is contended that in the future, there should be a greater concern that the reporting score reflects the content validity of the instrument specifications. The components of information should be monitored routinely by the item response models or by the content, and the reduction of the posterior variance should be monitored through additional items. Six tables and four graphs illustrate the analysis. (Author/SLD)

ED 350 356 TM 019 140

Fuentes, Edward J.; Stratoudakis, Carol Jay
Public Response to the 1991 Goals Report. Outreach Report to the National Education Goals Panel.
PUB DATE- 15 Jun 92
NOTE- 37p.; For a related document, see ED 334 280.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Advisory Committees; Educational Change; *Educational Objectives; Educational Research; Elementary Secondary Education; *Feedback; Information Dissemination; Legislators; *Mass Media; Mass Media Role; *Public Opinion; Reports; Researchers; *Responses; Surveys
IDENTIFIERS- *National Education Goals 1990; National Education Goals Panel

This document summarizes the media's reaction to the release of the 1991 "National Education Goals Report: Building a Nation of Learners," and public response to the National Education Goals Panel's (NEGP's) call for specific feedback on its work. Results will be used by the NEGP to improve the format and content of future reports. Reactions of public figures and the media were varied, but it was clear that the report had focused attention on the nation's need for educational change. In November 1991, a public outreach effort was conducted to accompany the dissemination of the report as readers were invited to forward their reactions to the NEGP. A targeted effort was directed at constituency groups of administrators, legislators, and educational researchers. Seventy-four written reviews of the goals report were received. Because of the

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affirmative Action; Court Litigation; Court Role; Cultural Influences; *Economically Disadvantaged; Educational Finance; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Local Government; Politics of Education; *School District Spending; State Courts; State Government; State Legislation; Tax Allocation
IDENTIFIERS- *New York

This book is designed as a primer on the politics of the struggle for equal educational opportunity in U.S. public schools through a look at the experience of New York State. It shows how efforts to shrink the gap between rich and poor school districts by adjusting state aid formulas are frustrated largely due to the dictates of political bargaining, legislative compromise, and electoral survival, as well as the failure of legal challenges in the courts. Chapter 1 focuses on the ideal of equal educational opportunity as a central part of U.S. democracy as well as the importance of educational policy due to the key role that schools play in modern society. Chapter 2 traces the long struggle for equality in New York State in all branches and levels of government whose goal has been to create a system of educational finance that would eliminate fiscal input disparities. Chapter 3 analyzes the institutional and political constraints that have prevented the success of equalization efforts even when these efforts seemed to have broad-based support. Chapter 4 traces the issues involved in and the outcomes resulting from attempts to impose through the courts changes that could not be achieved through the political and legislative processes. Chapter 5 presents an analysis of New York State's current conditions that prevail as a result of a high court decision to uphold the legality of the current system of educational finance. Chapter 6 assesses certain basic characteristics of society and the governmental system that have precluded success in achieving equality and why fiscal equalization is now less probable. (JB)

ED 350 375 UD 028 899

Dewalt, Mark W.
The Relationship between Youth Group Participation and Use of Tobacco and Drugs.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Etiology; *Grade 8; Junior High Schools; *Junior High School Students; Longitudinal Studies; Moral Values; National Surveys; *Smoking; *Student Participation; *Substance Abuse; *Youth Clubs; Youth Programs
IDENTIFIERS- *National Education Longitudinal Study 1988

A study was done of the relationship between the use of tobacco, alcohol, and other drugs, and participation in youth groups that emphasize moral values. The study used data from the National Education Longitudinal Study of 1988 (NELS:88) and the 1990 follow-up of the same students and parents. The NELS:88 and 1990 data contain student, school, teacher, and parent surveys and test scores of a nationally representative sample of 24,599 eighth-grade students in 1,035 schools. A null

Schools; Mathematics Tests; *Research Methodology; *Scaling; School Surveys; *Scores; Standardized Tests; Verbal Tests; *Weighted Scores
IDENTIFIERS- Concordance (Data); *Enhanced ACT; Equipercentile Equating; *Scholastic Aptitude Test; Smoothing Methods

A detailed description is provided of the methodology that was used to develop the concordance tables reported in a recent study by G. L. Marco and A. A. Abdel-fattah (1991) on the relationships between scores on the enhanced American College Testing (ACT) Program Assessment and the Scholastic Aptitude Test (SAT). Fourteen large universities provided data on applicants who had taken both tests. ACT Composite scores and the SAT-verbal and SAT-mathematics scores used in the study came from 1989 and 1990 administrations to 40,492 students. A subsample of 40,051 students who took the 2 tests no more than 217 days apart was also used. The equipercentile procedure, a curvilinear procedure, was used to scale the scores. Steps were taken to ensure the accuracy of the conversions by weighting the scores to reduce or eliminate the effect of time differentials between ACT and SAT testings, or smoothing the score distributions before scaling. The score conversions derived by applying the weighting procedures provided score adjustments that were in the direction implied by the length of time between testings. Four figures and five tables present analysis data, and there is an appendix commenting on statistics used. (Author/SLD)

diversity of replies, a simple tally of responses could not be made. A consensus was that the report format was clear and concise. In general, the report's content was praised for its presentation of diverse and important data. Specific feedback is highlighted, and recommendations for improving future Goals reports are listed. Appendix A lists 65 press articles about the report, and Appendix B contains acknowledgments of contributors. (SLD)

ED 350 357 UD 028 458

Erhard, Rachel; And Others
Adolescents' Perceptions of Equal Opportunities and Social Cleavages in Israeli Society.
SPONS. AGENCY- Friedrich-Naumann Foundation, New York, NY.
PUB DATE- Dec 90
NOTE- 117p.
LANGUAGE- English; Hebrew
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adolescents; *Economic Opportunities; *Equal Education; Equal Opportunities (Jobs); Foreign Countries; Jews; Junior High Schools; *Junior High School Students; National Surveys; Religious Factors; Sex Differences; *Social Differences; Social Status; Social Stratification; *Student Attitudes
IDENTIFIERS- *Equal Access; Equality (Social); *Israel

A study was done of perceptions of equality of opportunities for access to social resources and of social cleavages in Israeli society among Israeli students in grades 8 and 9. The study population included 9,000 students in 273 classes in a national sample of 47 secular junior high schools. Subjects were asked to assess equality of opportunities to five social resources (employment, higher education, prestigious occupations, senior public offices, and influential social positions) and to evaluate access to each of these resources with regard to gender, socioeconomic status, ethnic background, and type of residence. Sixty percent of the subjects thought that those from wealthy families would have better life chances than would those from poor families. Approximately one-third thought that males have better chances in life than do females. A relatively high degree of inequality was perceived with regard to chances for employment. The cleavage between religious and secular Jews was perceived as most serious and least reducible, while the political cleavage was perceived as less serious. Contrary to expectation, perception of cleavages were only weakly connected to the background characteristics of the students. Only intelligence was significantly linked to perceptions of cleavages. Included are 111 references. The text is presented in Hebrew; and an abstract, a summary of the results, and references are presented in parallel English and Hebrew versions. (JB)

ED 350 358 UD 028 667

Chapter 1 Commission Issues Interim Report.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Advisory Committees; *Compensatory Education; *Disadvantaged Youth; Educational Change; Educational Objectives; Elementary Secondary Education;

hypothesis that youth group participation, number of television viewing hours, lack of parents in the home when children return from school, knowing the parents of a child's best friend, socioeconomic status, and locus of control were not related to students' smoking behavior was tested using a multiple regression analysis with a two-stage stratified sample probability design. Results of the analysis show that participants in scouting, boys' clubs, girls' clubs, 4-H, or Young Men's Christian Association were more likely to use cigarettes than were non-participating peers, although the positive relationship was very small. In addition, the results show that participation in religious youth groups was related to lower substance abuse, and that non-participants in religious groups were more likely to smoke cigarettes. Included are 13 tables and 26 references. (JB)

ED 350 376 UD 028 900

Ameer, John Pierre, Ed.
Multicultural Recognition Program: Celebrating a World of Diversity and Understanding. A Mosaic of Multicultural Achievement.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; Community Involvement; Conflict Resolution; *Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; English (Second Language); *Multicultural Education; Parent Participation; *Program Descriptions; Racial Discrimination; Racial Integration; Racial Relations; *Recognition (Achievement); School Community Relationship; Special Needs Students
IDENTIFIERS- Language Minorities; *Massachusetts

This publication describes programs in education in Massachusetts that foster multiculturalism. Many of these programs are recipients of the Multicultural Recognition Award for their effectiveness in this field. The programs are described under the following 8 categories: (1) bilingual education (5 programs); (2) community participation programs (5 programs); (3) connections abroad (8 programs); (4) conflict resolution and anti-racist programs (7 programs); (5) cultural awareness programs (4 programs); (6) English as a Second Language (6 programs); (7) integration of new students (3 programs); and (8) multicultural education (8 programs). As all categories have relationships among each other, the descriptions are cross-referenced. In addition, because staff development is a critical part of advancing multiculturalism, programs that offer a strong staff development component are noted. In addition to each paragraph-long description is the name of a person whom readers may contact for more information or for recommendations. Programs that received the Multicultural Recognition Award are noted with an asterisk. Throughout the publication, excerpts from the writings of students participating in the programs are included. (JB)

ED 350 377 UD 028 901

Are Hispanic Dropout Rates Related to Migration? Issue Brief.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English

Adams, Dan C.
Careers in the Communications and Media Cluster, Manufacturing Cluster, Public Services Cluster, Transportation Cluster. Instructor's Guides. Audiovisual Packages.
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Adams, Kelli
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Adams, Ronald D.
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Maltese Survey of Adolescent Drug Use, 1991.
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Ameer, John Pierre, Ed.
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